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ABSTRACT

This career education inservice training package is designed to assist in the development and expansion of career education programs for K-Adult. Modules developed are intended to support leaders in addressing five general aspects of career education: (1) Introduction to Career Education, (2) Curriculum Infusion, (3) Career Guidance, (4) Home and Community Resources, and (5) Elimination of Bias in Career Development. Each of the five modules consists of a list of objectives, a set of transparency masters with an accompanying script, several follow-up activities, and a number of references. In addition, the training package contains a coordinator's guide that describes how to use the modules and outlines the content of each module. (LRA)

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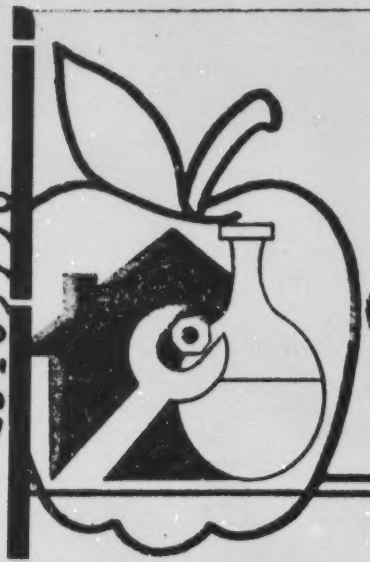

CAREER AND COMMUNITY BASED EDUCATION

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CAREER EDUCATION INSERVICE TRAINING PACKAGE

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COORDINATOR'S GUIDE TO:

Module I Introduction

Module II Curriculum Infusion

Module III Career Guidance

Module IV Resources from the Home & Community

Module V Eliminating Bias in Career Development

Review of Cashmere, Washington Inservice Materials

CE 024 620

Produced under the provision of a grant from the Maryland State Department of Education to the Charles County Public Schools by Mary Ann Beatty with visuals by Charles Beatty

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Schooling is that set of learning experiences which leads to effective and satisfying adulthood. To be effective and satisfied as an adult requires a fundamental ability to cope with oneself and others in a variety of settings. Those settings include one's family, one's community, and one's place of employment.

Schooling must, therefore, lead to competency in at least five areas of human activity.

1. BASIC SKILLS

All people must be able to read, write, and calculate. We have reached a point where work experiences, the use of leisure time, responsible citizenship, and even meaningful family relationships require the use of the written word. People cannot buy groceries, fill out tax forms, and understand installment contracts without the ability to calculate. Thus, the basic skills are before all else.

2. WORLD OF WORK

One's job is the source of economic survival and remains a primary source of one's identity. Schooling should lead to a salable skill and assistance in securing employment upon graduation for all who wish it. All public school youth should be aware of the options and opportunities of the world of work without racial or sexual bias. All should know and understand the advantages and disadvantages of pursuing post-secondary education and, thus, should emerge with realistic expectations of the work experience. Such realistic expectations are, in part, dependent on our understanding that the speed of technological change dooms any attempt to teach skills that will last a lifetime. We must help people to respond flexibly to changes we cannot begin to predict.

3. WORLD OF LEISURE TIME

The present includes and the future contemplates increased leisure time. Today, many children spend as much time in front of the television set as they do in school. Schooling can help the student be involved in more creative and healthy activities. The arts and lifetime sports are but two of the possibilities.

4. WORLD OF CITIZENSHIP

The increasing complexity of our life together makes responsible citizenship more important than ever before. Citizenship includes activities in the electoral process; it includes participation in local civic affairs; and it includes an understanding of the system of justice with effort to make it work.

5. SURVIVAL SKILLS

There is a range of other competencies which every adult should possess. These include consumer skills, parenting skills, interpersonal relation skills, mechanical skills, and skills of personal finance. Schooling should equip all public school youth with these kinds of fundamental abilities.

If the schooling process is to result in these competencies, three ingredients are essential to each competency.

1. **Information** — The parts of speech, the multiplication tables, the location of employment want ads, the procedure for voter registration are all examples of fundamental bits of information necessary for competency.

2. **Training toward specific skills** — Sequential learning toward the skill of reading, the ability to read a blueprint, the skill to fill out an income-tax form accurately are examples of the minimal skills required for competency.

3. **Developing the capacity for critical thought** — Reading, writing, and arithmetic are useless without the ability to reason. Good judgment, not information or sheer skill, determines our quality of life. Ultimately, competency depends upon a person's ability to use information and skills wisely as he/she relates to each of the areas which are essential to effective adulthood.

Real learning toward competency requires participation in experience-based learning settings. Teachers cannot force learning; they can only guide students to and through a variety of learning experiences, helping develop personal and intellectual skills.

While effective adulthood rests fundamentally on the five areas of competency outlined above, there are other dimensions of an effective and satisfying life. While they are not subject to measurement as the foregoing are, they are important and schooling can make a major contribution to their development. They are particularly important in teacher training as it will be one's approach to teaching that will support or detract from these principles. In addition, the following principles again reflect the wider responsibility for schooling since much of what follows must take place in the family, church, and community.

1. Every student should become expert or at least very good at something. The area may be vocational or avocational, community or family-based, but genuine success in some activity is important to every human being.

The Mission of Schooling

2. Every student should understand the importance of developing and maintaining two or three close relationships to other people. That requires considerable effort, as caring about another person is hard work. But life without it is filled with insecurity and loneliness.

3. Every student should learn to have fun. A humorless life is dull and unrewarding for oneself and for those with whom one comes in contact. Work, family, and play all can have a quality of joy if they can be approached with that expectation.

4. Every student should be helped to develop a delicate balance between looking at the world optimistically on the one hand and with skepticism on the other.

5. Every student should be encouraged to be a participant — a doer — not just an observer. One can help decide whether he/she will passively accept what life brings or will play a significant role in shaping his/her own destiny.

6. Every student should be led to expect much of himself/herself. If that occurs, much will result. In contrast, if little is expected, it will result in a self-fulfilling prophecy.

Finally, we reassert that schooling is the responsibility of self, family, neighborhood, church, community, and the many institutions which impact on our lives. It is not the responsibility of the school alone. Neither competency nor the personal qualities to which the schooling process contributes can result from schools alone. They require the support and involvement of many others. But schools can and should provide leadership to others.

We face the challenge of providing equal access to a schooling system which satisfies these criteria at costs which the taxpayers of Maryland can afford.

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The Mission of Schooling

A policy statement of The Maryland State Board of Education

STUDENT OUTCOME GOALS OF CAREER EDUCATION

DEFINITION OF CAREER EDUCATION

Career education is a continuing educational process used deliberately and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.

This definition is based on the premise that the major responsibility for career education rests with the school system. The means used by the school to implement the program are guidance, counseling, and the curriculum. However, it must be emphasized that the home, family, and community share key roles in the delivery of a comprehensive career education program.

As emphasized in **The Mission of Schooling,** career education reaffirms the importance of helping individuals in transition from school to work, school to further education, and school to other options.

By the end of the elementary program, students will be able to:

- Demonstrate an awareness of why and how people work
- Demonstrate an awareness of a wide range of careers
- Demonstrate an increased awareness of themselves in relation to their immediate environment and begin to relate to the broader environment beyond family and school
- Demonstrate how society depends on the unique characteristics of its individuals

By the end of the middle/junior high program, students will be able to:

- Demonstrate the relationship of their subject areas to the world of work
- Demonstrate a knowledge in a minimum of three career clusters they have explored
- Demonstrate increased self awareness and positive work values
- Assess their interests, aptitudes, and abilities
- Formulate a tentative educational and career plan consistent with their interests, strengths, special needs, and general self awareness
- Demonstrate basic decision-making skills

By the end of the high school program, students will be able to:

- List at least three career clusters and a minimum of three career options for each cluster
- Identify and use career planning resources
- Identify at least one new career option and be able to identify persons in at least three nontraditional work roles
- Demonstrate a minimum of work experience — simulated or real — in at least one career cluster
- Demonstrate a knowledge of the nature of work and describe the necessity of work in a democratic society
- Demonstrate the possession of academic and vocational skills necessary for job seeking, job entry, job keeping and or entrance into post-secondary, vocational, technical, or higher education programs
- Demonstrate career decision skills and have a basic career plan consistent with their strengths, special needs, interests, self awareness, resources, and expanded knowledge of the career development process
- Demonstrate an awareness of the nature of the lifelong career development process, including the need to reevaluate and redirect career choices and plans as circumstances change

PROGRAM GOALS

1. **To promote and provide leadership to the LEAs in the design, implementation, maintenance, evaluation, improvement, and expansion of career education activities and services**
2. **To establish a system that will provide up-to-date, accurate, and accessible occupational and career planning information to educators and students**
3. **To promote and assist in the organization of a statewide program of staff development to facilitate the infusion of career education in all curricular areas**
4. **To establish a system for identification, development, and utilization of community resources in support of career education at all grade levels**
5. **To promote and encourage a continuum of career education programs and services for K-Adult, including post-secondary institutions**
6. **To promote and provide leadership in the elimination of stereotyping and bias based on race, sex, economic status, and/or handicap through career education**

FOREWORD

This brochure summarizes the Five-Year Plan for Career Education passed by the Maryland State Board of Education in January 1978. It includes the definition of career education, student goals, and the program goals.

The plan takes its direction from **The Mission of Schooling** policy of the Maryland State Board of Education which states in part "... All public school youth should be aware of the options and opportunities of the world of work without racial or sexual bias."

Career education is an integral part of the total curriculum and the responsibility of school personnel on all levels.

DAVID W. HORNBECK
State Superintendent
of Schools

THE BASIS OF THE PLAN

The implementation of the plan consists of three basic components:

- Training and staff development
- Services to students through program development, materials, and leadership to local education agencies
- Assessment and evaluation

The program and student outcome goals are based on (1) a careful analysis of a student needs assessment conducted on a sampling of Maryland students; (2) a survey of career development competencies of counselors; (3) a review of the status of career education within the 24 local education agencies; (4) findings from the American Institute of Research study of career education in ten Maryland LEAs; (5) a review of resources; (6) a survey of business, industry, and labor; and (7) the advice and guidance of the State Advisory Council for Career Education.

The student outcome goals, the program goals, and the implementation strategies focus on the areas in which students indicated a need for help. These areas are:

- Exploring careers
- Making post high school plans
- Assessing self
- Finding jobs and careers
- Developing career awareness
- Planning careers and making decisions

The Maryland Five-Year Plan for Career Education specifically addresses grades K-12; however, the plan outlines a definite linkage with the post-secondary and adult levels.

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Career Education

A Priority of Education in Maryland

CAREER EDUCATION INSERVICE

TRAINING GUIDE

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COORDINATOR'S GUIDE

CAREER EDUCATION

INSERVICE TRAINING PACKAGE

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Produced under the provision of a grant from the Maryland State Department of Education to the Charles County Public Schools

COORDINATOR'S GUIDE

Introduction

This Career Education Inservice Training Package is designed to assist in the development and expansion of career education programs from K-Adult. Materials developed are intended to support leaders in addressing five general aspects of career education:

1. Introduction to Career Education
2. Curriculum Infusion
3. Career Guidance
4. Home and Community Resources
5. Elimination of Bias in Career Development

An outline of each module is included at the conclusion of this guide.

INDIVIDUAL AND GROUP USE

These modules are ideally suited to presentation to small groups with common concerns, such as members of a department or similar grade level; however, they are also appropriate for individual use. If presented with an appropriately large screen and hand microphone, delivery to large groups will be satisfactory. When large groups are addressed, provide for carrying out follow-up activities among small groups with similar objectives.

TIME REQUIRED

To accommodate time limitations of faculty/staff meetings, each module can be presented in 20 to 30 minutes. Thus, the entire package can be completed in a series of five meetings. If desired, with the addition of a speaker and time for meals and other activities, the modules could be adapted to half or full day inservice training programs.

SEQUENCE

Each module may be used independently. The first module is the most general, and makes a logical beginning. However, the interests and characteristics of the group addressed may be used to determine the order of presentation.

A special concern can be explored through any particular module, but to achieve familiarity with all the concepts and their inter-relationship, the full package is most helpful.

CONTENT

Each of the five modules consists of a list of objectives, a set of transparencies or masters with an accompanying script, several follow-up activities, and a number of references.

OBJECTIVES

Each module has several general objectives. If the content is adapted to group

needs, more specific objectives can be added or substituted through the use of transparencies or duplicated material.

TRANSPARENCIES

A limited number of packages include transparencies. Most packages contain masters from which overhead transparencies can be made by using a thermal photo copier and transparency film (colored film which adds variety). Leaders may wish to develop additional transparencies to supplement those provided.

In using the overhead projector, you have the advantage of facing your audience. Allow for some illumination in the room, and always turn off the projector light before removing or adding a transparency to prevent a disturbing glare on the screen. If you like, you may use a pointer to give emphasis or use a nylon tipped projectual marker to add information to a transparency.

SCRIPT

Most adults dislike "being read to;" therefore, try to informally "talk" through the script, adding individual flavor, humor, or appropriate comments. By becoming familiar with the material beforehand, you will feel at ease in making changes.

Because some of the examples contained in the modules are more applicable to particular grade levels or content areas, revisions may improve the relevance for a given audience. Discussion of the content immediately following the presentation will reinforce the concepts. Perhaps you might formulate several questions or pose some hypotheses to initiate the discussion.

FOLLOW-UP ACTIVITIES

With knowledge of the concerns in your own situation, you might revise or add to the follow-up activities. Though these activities may be completed on an individual basis between presentation times, there are numerous advantages to completing them in a group setting. Use of discussion techniques, brainstorming, and building upon one another's ideas usually results in increased motivation to make contributions.

Compile the suggestions generated and follow-up activities completed. Allow for feed-back to the participants and gain commitment to an action plan. Later outcomes of successful actions could be reported in a staff newsletter, presented at a P.T.A. program, or publicized in the mass media, thus underlining their importance.

REFERENCES

Request a review of some of the reference sources by colleagues to directly involve them in the training endeavor and to augment your materials. Perhaps they might report on this information during the group sessions.

In addition to the references at the conclusion of each section, materials developed for in-service by participants, including two Maryland representatives, in workshops at Cashmere, Washington during the summer of 1979 were reviewed for their content and relationship to this Maryland package. Although the Cashmere materials focused on rural career education applications, most of the materials are applicable in any type of locality.

Locally-developed materials are particularly important in supplementing the module package, and incorporating local career education policies and goal statements is strongly recommended.

PHYSICAL SETTING

During presentations, it is most important that your audience be comfortable. Check on the adequacy of the room temperature, lighting, and seating arrangements. Participants' chairs should be arranged so that all persons can easily view the projection screen. In a large room with many people, a screen larger than the average 5' by 5' size will be required. Displays of career education materials may be used.

If the follow-up activities will be conducted as a group activity, chairs that can be moved to form circles are advisable.

If possible, have refreshments available prior to or following the presentations. By creating a favorable atmosphere, you will increase the chances of a successful training session.

APPROPRIATE RECOGNITION

Identify faculty and staff members who have been involved in career education activities and programs. Feature some of their projects and encourage them to provide reports or demonstrations to the group.

Prior to your meeting, ask persons active in career education if they would like to address the group or distribute materials. If they desire no specific function, then simply comment on their involvement in career education and recommend them as persons who are knowledgeable in the area.

Depending on the individual situation, it may be helpful to invite representatives from the P.T.A. or other community organizations to the presentations. By building on what has already been accomplished, the task will appear easier.

SUMMARY

This training package is the result of considerable experience in the area of career education. To serve the diverse population intended, many concepts are delivered in a general form. To breathe "life" into the ideas presented, local relevance and specific suggestions for implementation are crucial. Use your own and your colleagues' creativity and ingenuity to develop or expand a stellar career education program in your region.

CAREER EDUCATION

INSERVICE TRAINING PACKAGE

MODULE I - INTRODUCTION

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MODULE I
INTRODUCTION TO CAREER EDUCATION

Purpose:

This module provides an overall, up-to-date picture of career education--the increased need for it and how it may help to strengthen the total educational program.

Background:

Many teachers have had training in career education, are familiar with its importance, and use career related information and activities regularly in their classes and programs.

In Maryland, preparation for the world of work is one of the basic skill areas in the total educational program. A description of the world of work areas is included in the State Board of Education's policy statement, "The Mission of Schooling."

There are two major elements in this description. The first element, "... schooling should lead to a salable skill and assistance in securing employment upon graduation for all who wish it...," relates to vocational education primarily.

The second element, "... all public school youth should be aware of the options and opportunities of the world of work without racial and sexual bias...," relates primarily to career education.

I-1 (CAREER EDUCATION: A TEAM APPROACH)

Career education is a flexible, sensible, team approach to education which promotes self and career awareness, decision-making and planning skills, and constructive attitudes and information about the options and opportunities in the world of work.

I-2 (BRINGS BENEFITS TO)

STUDENTS: Increases the relevance of subject matter and fosters motivation and involvement

TEACHERS: Enhances what most teachers already do--prepare students for meaningful and satisfying roles in life

COUNSELORS: Facilitates self career development goals and the learning of decision-making and planning skills

PRINCIPALS: Underscores the importance of parents as role models and transmitters of values

COMMUNITY: Recognizes explicitly the need for community involvement in the educational system

I-3 (DOES NOT BURDEN)

CURRICULUM: Will not be weakened or watered down; it will be strengthened

TEACHERS, COUNSELORS, ADMINISTRATORS: Will not be asked to add to their already heavy burdens. Staff training in career education does not require long periods of time.

FINANCES: Are not strained. Limited funds for training and materials are often all that are required to strengthen career education in schools.

I-4 (IS RECOGNIZED AS NEEDED BY)

COMMUNITY AT LARGE: Results of the 1978 Gallup Poll indicate that 79 percent of the adults polled think that it is "very important" for high school students to have a salable skill before graduating. Asked what the public schools should be doing that they were not, a frequent reply was "more emphasis on careers."

SCHOOL PERSONNEL: Concerned with a proliferation of courses, many educators have agreed that career education objectives will support the teaching of fundamental skills. The NEA, AFT, AASA, the National School Boards Association, the Council of Chief State School Officers have supported and been involved in career education.

BUSINESS, LABOR, AND INDUSTRY: The U.S. Chamber of Commerce AFL-CIO, UAW, General Motors, Chrysler, Western Electric, and New York Life are among the many organizations that have strongly endorsed career education.

Representative of the support given to career education is the UAW's January 1976 Career Education Statement: "Career education is expected to create a citizen who is self-confident and culturally advanced, one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation. The UAW endorses the career education philosophy, and is willing to work with educators and others toward its successful implementation."

I-5 (REFLECTS STUDENT VOICES)

In a needs survey completed by senior high students in Maryland during 1977 and 1978, a very strong interest in career areas and concerns was expressed. All of the items reflecting career-related content were checked by a majority of the students. Are you aware of how well your graduates have related academic skills to their careers?

I-6 (RELATES TO THE TOTAL EDUCATIONAL PROGRAM)

Several ways of weaving career education into the total program have been successful. Some educators prefer to thoroughly infuse career education concepts into their instructional objectives and activities; some prefer to coordinate career education with community learning experiences. What is essential is that the program forms an integral whole and that career education is not just "tacked on" to existing programs. An implementation model, taken from the Maryland State Plan for Career Education, and a career education K-adult scope and sequence, is enclosed in this folder.

I-7 (PERMEATES PROGRAM ELEMENTS)

Both continuous and developmental, career education involves education at all levels.

Emphasizing the integration of learning and doing, career education is both academic and vocational education.

Whether in the fine arts or the industrial arts, music or mathematics, physics or physical education, career education concepts can make important contributions.

Along with recbgnizing the dignity of work, paid or unpaid, career education realizes that leisure activities also are an important part of one's life career.

I-8 (ENCOMPASSES ALL STUDENTS AND SKILLS)

Career Education is essential for all students, whether or not their career plans include post-secondary education. For the "gifted" the emphasis might be on deciding from among many possibilities, for the "handicapped" the emphasis might be on expanding options, but for all students the need to develop career plans based on a knowledge of self and environment is crucial.

Career Education promotes incremental skill development which prepares young people for effective and satisfying adulthood through participation in the world of work.

I-9 (TURNS SMOOTHLY WHEN THE BIG WHEEL OF CAREER EDUCATION INCLUDES YOU!)

By now you realize that everybody has a part to play in career education. The State Board of Education has adopted a Five-Year Plan for Career Education which lists student objectives and describes responsibilities that various people have for helping to achieve these objectives.** Part of the strength of career education is that accepting or putting into practice its concepts is not an "all or none" proposition. YOU can draw from it what is most helpful to you. The more who work together on career education concepts and activities, the more positive and visible will be the benefits to students.

**Coordinators, please distribute copies of the possible roles as defined in the Maryland State Plan and the brochures on Career Education and The Mission of Schooling along with the follow-up activities to Module I.

REFERENCES FOR MODULE I
INTRODUCTION TO CAREER EDUCATION

1. A Career Education Primer. U.S. Office of Education, Washington, D.C.

2. Career Education: What It Is and Why It Is Needed. Chamber of Commerce of the United States. Washington, D.C., 1975.

3. Maryland State Plan for Career Education. Maryland State Department of Education, 1978.

4. Public Law 95-207. The Career Education Incentive Act; December 13, 1977.

5. The Efficacy of Career Education. National Advisory Council for Career Education. Washington, D.C.

6. The Original Early American Primer: A How to Guide for Implementing Career Education in Rural Schools. Cashmere Education Project, Cashmere, Washington.

7. "1978 Gallup Poll," Phi Delta Kappan, 60, 1, September, 1978.

8. Local School and School System's Statements of Policy, and Goals and Objectives for Career Education.

Enclosures

1. "The Mission of Schooling"

2. "Career Education - A Priority of Education in Maryland."

3. MSDE "Career Education an Implementation Model"

4. MSDE "Career Education K-Adult Scope and Sequence"

FOLLOW-UP ACTIVITIES

MODULE I: INTRODUCTION TO CAREER EDUCATION

1. Identify and describe an effective career education activity you have carried out. Cite materials and resources which supported the activity. (Your activity may be combined with others to form a valuable school or department resource.)

2. Explain or describe some aspect of career education by the use of a bulletin board or display case.

3. Organize a school committee which would plan for a career area each month during the school year. For example, the school nurse may recommend the best month to fdature health careers and head a sub-committee to provide information and activities related to those careers through the school newsletter, Media Center, or career seminars.

CAREER AND COMMUNITY BASED EDUCATION

CAREER EDUCATION SCOPE AND SEQUENCE

K-ADULT

3/80

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CAREER EDUCATION SCOPE AND SEQUENCE

K-ADULT

CAREER EDUCATION SCOPE AND SEQUENCE

	Grade Level		Objectives and Behaviors
1.0	Elementary	1.1	Develop initial levels of self-awareness
	K-2		1.1.1 Describe characteristics of self - physical, social, emotional.
	3-5		1.1.2 Identify areas of personal strength, ability, and talent.
	3-5		1.1.3 Compare self-characteristics with the characteristics of others.
		1.2	Demonstrate basic work habits and skills, i.e., interpersonal relationship skills, punctuality, etc.
	K-2		1.2.1 Demonstrate personal pride in work accomplished.
			1.2.2 Demonstrate punctuality and good attendance.
			1.2.3 Demonstrate the ability to respond positively to direction and instruction.
			1.2.4 Demonstrate the ability to relate to peers and teachers.
		1.3	Demonstrate knowledge of broad categories of work and workers, e.g., health workers, food producers, community workers, sales persons.
	K-2		1.3.1 Describe the work done by various kinds of people in the community, e.g., mail carrier, sanitation worker, nurse.
	3-5		*1.3.2 List the advantages that people derive from their work. (4.1.1.1)
	3-5		1.3.3 Identify ten career clusters and list three different jobs in each.
2.0	Middle/Junior High	2.1	Demonstrate basic work habits and skills, e.g., punctuality, interpersonal skills.
	6-8		2.1.1 Identify qualities and skills that employers often seek in job applicants.
	6-8		2.1.2 Demonstrate willingness to accept responsibility for one's actions.

* Project Basic Competency (competency number in parenthesis)

Grade Level	Objectives and Behaviors
6-8	2.1.3 Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
6-8	2.1.4 Demonstrate interpersonal and human relations skills.
	2.2 Demonstrate decision-making skills
	*2.2.1 List sequentially the steps and procedures involved in making education and career decisions. (4.4.1.4)
	2.2.2 List four kinds of information needed to make career decisions.
	2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.
6-8	2.3.1 Recognize that several types of individuals may perform in the same job or occupation.
6-8	2.3.2 Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
6-8	2.3.3 Identify personal interests, aptitudes, and talents.
	2.4 Begin the development of an individual career plan.
6-8	2.4.1 Identify the major elements of a career plan
6-8	2.4.2 Recognize that one's goals and the methods of attaining those goals may change.
6-8	2.4.3 Recognize that career decisions begin early and continue throughout one's lifetime.
6-8	2.4.4 Recognize the importance of alternatives in any plan.
8	*2.4.5 Develop an individual career plan or profile which includes high school program selections, tentative career goals, and alternative ways to reach those goals. (4.3.1.1, 4.4.1.3, 4.4.1.5)

* Project Basic Competency

Grade Level	Objectives and Behaviors	
	2.5	Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.
6-8	2.5.1	Describe three career clusters.
6-8	2.5.2	List five jobs in each of the three clusters.
6-8	*2.5.3	List the knowledge, training and skill requirements in each of the five jobs in the three clusters. (4.1.1.14)
6-8	*2.5.4	Identify school subjects which help develop skills, knowledge, and training needed in specific jobs. (4.1.1.15)
	2.6	Demonstrate career exploration and prevocational skills.
6-8	2.6.1	Participate in and describe two or more career exploration or prevocational activities, e.g., field trip, shadow experience, or job simulation kit.
	*2.6.2	Identify three school or community sources of career information. (4.4.1.20)
3.0 **High School	3.1	Demonstrate basic entry level skills related to finding and keeping employment.
9-12	*3.1.1	Demonstrate skills, attitudes, and behaviors important for a job interview. (4.3.1.5)
9-12	3.1.2	Demonstrate the ability to apply basic skills in a work setting.
9-12	*3.1.3	Identify qualities and skills that employers commonly seek in job applicants. (4.2.1.8)
9-12	*3.1.4	Identify educational opportunities available in selected careers. (4.4.1.6)
9-12	*3.1.5	Describe the importance of time in a work setting. (4.2.1.10)

* Project Basic Competency (competency number in parenthesis)
** These competencies are generally applicable at the adult level as well.

Grade Level	Objectives and Behaviors
9-12	*3.1.6 Describe and demonstrate responsible behavior appropriate for a particular work setting. (4.2.1.9)
	*3.1.7 Identify employers and job opportunities in the local and surrounding communities. (4.3.1.7)
	*3.2 Demonstrate knowledge of the nature, structure, and requirements of work.
9-12	*3.2.1 Describe the basic requirements for employment in specific jobs, e.g., special tools, clothing, etc. (4.1.1.19)
9-12	*3.2.2 Identify and describe various ways of entering the world of work, e.g., vocational training, apprenticeship, cooperative education, etc. (4.1.1.9)
	*3.2.3 Identify the skills, knowledge, and training required for major occupational categories. (4.1.1.14)
9-12	3.2.4 Choose, plan for, and enroll in appropriate classes or programs related to the individual's career objectives.
	*3.3 Demonstrate the ability to identify and relate personal qualities to employment.
9-12	*3.3.1 Match local occupational opportunities with personal interests and abilities. (4.2.1.1)
9-12	*3.3.2 Identify job characteristics which may affect career choice, e.g., benefits, working conditions, etc. including non-traditional occupations. (4.4.1.15)
9-12	*3.3.3 Identify occupations which relate to personal interests, aptitudes, and values. (4.2.1.2)
9-12	*3.3.4 Demonstrate the ability to evaluate programs designed to prepare an individual for a particular job, e.g., private trade school, apprenticeship, etc. (4.4.1.7)

* Project Basic Competency (competency number in parenthesis)
** These competencies are generally applicable at the adult level as well.

Grade Level	Objectives and Behaviors
	3.3.5 Demonstrate the ability to perform and to learn satisfactorily in a work setting.
	*3.4 Demonstrate career planning and development skills.
9-12	*3.4.1 Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities. (4.3.1.1)
9-12	*3.4.2 Identify alternative personal career goals. (4.4.1.3)
9-12	*3.4.3 Identify alternative ways for reaching career goals (immediate and long range). (4.4.1.5)
9-12	*3.4.4 Demonstrate skills in using school and community resources to obtain career information. (4.4.1.20)
9-12	3.4.5 Develop long range career goals (3-5 years) as part of the career plan.

* Project Basic Competency (competency number in parenthesis)
** These competencies are generally applicable at the adult level as well.

CAREER AND COMMUNITY BASED EDUCATION

MSDE CAREER EDUCATION
IMPLEMENTATION MODEL

(Taken from Maryland State Plan
for Career Education 1979-1983)

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General Curriculum Branch, Division of Instruction, Maryland State Department of Education

Box 8717, BWI Airport 21240 Baltimore, MD 21240

GUIDELINES FOR THE DEVELOPMENT OF LOCAL PLANS FOR CAREER EDUCATION

Germaine to the full implementation of the State Plan for Career Education is the development and implementation of local plans. The State Plan for Career Education has been adopted on the premise that LEAs will be developing local plans. Consequently, these guidelines are offered in the context of suggested ways to develop career education plans at the local level.

Local plans should be developed in conjunction with the approved Maryland State Department of Education Five Year Plan, however, guidelines do not mandate the exact form and structure of the local plans. Each LEA has specific local conditions to consider, i.e., size, existing programs, geographical location, resources. LEAs will elicit the cooperation of the home and community in the development and implementation of local career education plans.

Management Factors

Coordination

The development of a plan for career education, like any other program development, needs a director or a coordinator. A person should be designated to coordinate the development of the plan and the career education activities and programmatic thrust.

Advisory Group

A local Advisory Committee should be established to provide input and serve as a resource pool. The composition and size will vary from LEA to LEA. At the state level, the Advisory Council is appointed by the State Superintendent and consists of 23 members representing a broad range of persons.

The Advisory Council may consist of persons who represent:

- The School Board
- Teachers
- Counselors
- Students
- Business/Industry/Labor
- Parents
- Media
- Community Organizations
- Higher Education Institutions
- Vocational and Technical Education personnel

Liaison

For effective planning and development, career education needs to be closely articulated with all curricular disciplines. Key persons in various program areas may be designated as liaison persons to the career education coordinator/section.

Local Planning Phases

I. Establish Management Team

The management team will be formed. The team will initially develop an introduction, including the general scope, the concepts, and the definition. (The definition adopted by the Maryland State Department of Education Advisory Council on Career Education is: *Career Education is a continuing educational process used deliberately and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.)* The management team will work with the career education coordinator in the step by step development of the plan.

II. Establish the need for Career Education

A. It is recommended that LEAs use the Student Needs Assessment Survey form and data developed by the Maryland State Department of Education.

B. Hard data, i.e., test scores, dropout information, follow-up data, should be utilized.

C. An analysis and summary should be made of existing programs, accomplishments, and materials.

D. The needs should be viewed from the standpoint of what is necessary for the development of students and should also include such elements as Board policy, and the related training needs of teachers.

III. Establish the broad overall goals

IV. Establish short-range (one year) and long-range (three-five years) objectives

V. Design activities to meet the objectives and broad goals

Activities should address:
- .curriculum changes
- .counseling and guidance
- .students with special needs, i.e., the handicapped, gifted and talented
- .the elimination of racial and sex role stereotyping
- .the involvement of the community
- .evaluation
- .dissemination
- .funding
- .relationships of the plan to existing programs
- .the end result is the behavior and competency of the student

VI. Evaluation

An evaluation design should be included to measure the effectiveness of the activities in meeting the goals and objectives

VII. Funding

A budget should be developed and allocated.

VIII. Resources

A survey should be made of the resources available. The Maryland State Department of Education has compiled a guide listing key resources in career education. The resource search on the local level should include the relevant national and state resources, but the larger focus will be directed to the human and material community resources.

PLANNING KEYS

Establishing Goals

.Goals are based on the assessed and/or stated needs
.Goals are broad and timeless
.The number of goals depends upon the local area
.The ranking of goals is not a requirement

Objectives

.Objectives are used to break down the goals in terms of performances and outcomes
.Objectives should be measurable
.Objectives should be relevant to the needs
.Objectives require varying time spans for accomplishment

Operational Plan

.The strategies and activities make up the operational plan
.The activities are the nuts and bolts of the implementation
.Activities should be sequenced in a logical time frame

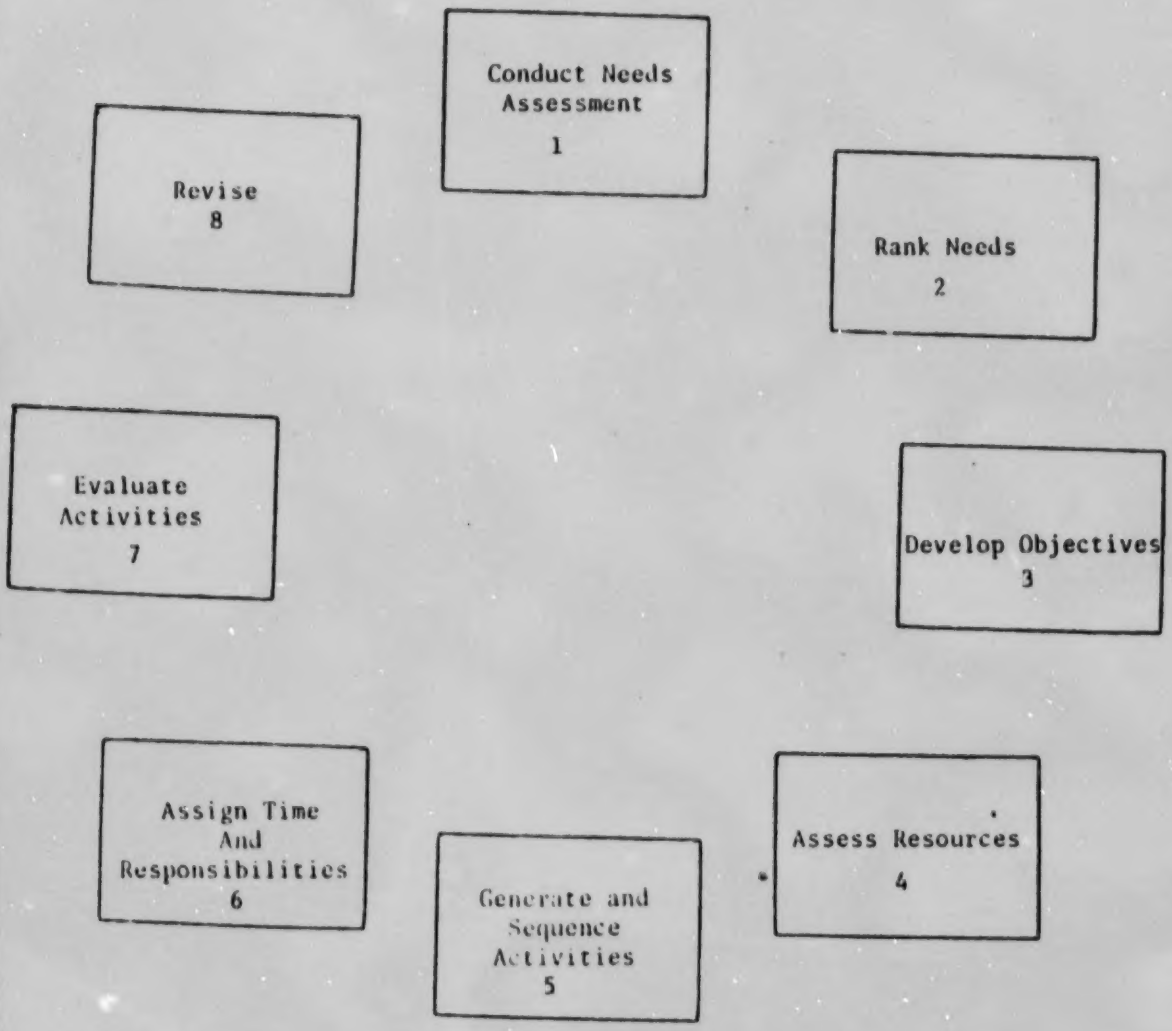
Resources

.Resources include time
.Resources include personnel
.Resources include materials (print and non-print)
.Resources include facilities
.Resources include equipment
.Some resources may already be on hand, others will have to be obtained in order to execute the activities
.Resources involve all aspects of the community

Evaluation

.Evaluation is a monitoring system, but the ultimate reason is to not monitor, but to improve
.Evaluation considers one and five year frames
.Evaluation is directed at student outcomes
.Evaluation is summation

SUGGESTED CAREER EDUCATION PROGRAM DEVELOPMENT STEPS



FORMAT FOR DEVELOPING A LOCAL PLAN

Goal	Objectives	Activities	Required Resources	Dates	Evaluation

35

SAMPLE INDIVIDUAL CAREER PLAN

MY EDUCATIONAL AND CAREER PLAN

GRADE: 8 and 9

YEAR: _____

1. I have identified the following interests:

_____ _____

_____ _____

_____ _____

2. My high ability and skill areas are:

_____ _____

_____ _____

_____ _____

3. My hobbies are:

_____ _____

_____ _____

_____ _____

4. The career clusters I've explored are:

A. _____ B. _____ C. _____

My means of exploration has been:

____ Field trip(s) ____Shadow Experience ____ Class research ____ Other

5. My tentative career goal is: _____

_____

_____

6. My major goal for this year is: _____

_____

7. Projected grade level program

Grade 9	Grade 10	Grade 11	Grade 12
____ Credits	____ Credits	____ Credits	____ Credits
	Cumulative Credits	Cumulative Credits	Cumulative Credits ____

MY EDUCATIONAL AND CAREER PLAN

GRADE: 10 and 11

YEAR:

1. My major goal(s) for this year: _____

   _____

   _____

2. Interest inventories I have taken:

   ____ OVIS — Major interests identified:
   ____ Kuder — _____
   ____ Job-O — _____
   ____ SDS — _____

3. Admission Testing Program — Scores

   ____ PSAT — _____
   ____ SAT — _____
   ____ ACT — _____

4. Aptitude tests taken:

   ____ Differential Aptitudes Test (DAT) — High Aptitude Areas
   ____ General Aptitude Test Battery (GATB) — _____
   ____ — _____
   ____ — _____

5. I've had experience in the following mini courses, and/or group guidance:

   _____ interview techniques
   _____ decision-making skills
   _____ job seeking television series
   _____

6. I've had on the job volunteer or work experience:

Job Experience	Place or Supervisor
_____	_____
_____	_____
_____	_____

SAMPLE INDIVIDUAL CAREER PLAN

MY EDUCATIONAL AND CAREER PLAN

GRADE: 12

YEAR: _____

1. My major goal this year: _____

_____

_____

2. My long range goals: _____

_____

_____

3. To reach these goals I will need the following pre-requisites:

_____ _____

_____ _____

4. To reach my long range goals, I plan to take these steps:

_____ _____

_____ _____

Comments:

SAMPLE FORM

CAREER EDUCATION COMMUNITY RESOURCE SURVEY

The resources of the community play a vital role in the career and educational plans of the students. Knowledge and wise sharing of our resources help to make the education of our youth more meaningful.

Name of Agency, Business/Firm _____

Address _____

Telephone Number _____ Type of Business _____

Size of Business _____

Will you allow a group of students to visit your place of business?

___Yes ___No ___ If yes, recommended size of group

___ Elementary ___ Junior High ___Senior High

Do you have someone who can visit schools and participate in activities such as Career Days or class discussions?

___ Yes ___ No

Would you allow students to observe the firm's operation for a period of a day or more?

___ Yes ___ No

If yes, how long? _____ Age Level? _____ How many students?_____

Would you allow teachers to get first hand, on-the-job knowledge of your business?

___ Yes ___ No If yes, what special arrangements are needed?_____

_____

What other kinds of services and/or materials do you have available to students/teachers?

Service	Qualifier (if any)
_____	_____
_____	_____
_____	_____
_____	_____

What subject areas are primarily related to your business?_____

_____

Do you hire students for part time work? ___ Yes ___ No

Would you allow students to work as a volunteer for the experience? ___ Yes ___ No

SAMPLE FORM

Do you hire graduates? ___ Yes ___ No Are there restrictions? ___ Yes ___ No

If there are restrictions, please list _____

_____

The person who should be contacted for further information is _____

_____

_____ Telephone Number _____

Which of the following would you be willing to initiate with the local school

____ Providing volunteer speakers for classrooms

____ Providing hands-on exploratory experiences for teachers

____ Formulation of policy to establish education-work linkages

____ Serving on local career education advisory councils

____ Providing experience based work sites for students

____ Developing and providing audiovisual presentations for schools

____ Providing opportunities for students to volunteer their services in order to gain hands-on work experiences

____ Sponsoring or participating in special programs that allow students to "shadow" a worker for a day or two

____ Providing up-to-date printed career materials to schools

____ Sponsoring of seminars and forums to assist parents and the community in understanding business, labor, and industry and helping to eliminate some myths about the world of work

____ Preparing and distributing a list of resources that would be helpful to schools

____ Involvement in a special program with a school, i.e., The McCormick Company -- Adopt A School Plan

____ Providing an exchange program for workers and educators

____ Assisting schools in providing transportation for field experience

____ Providing opportunities for students to see people for work

____ Serving as consultants to school systems in curriculum planning

____ Providing collaborative assistance to educational personnel in helping school leavers make the transition from school to work

____ Serving as a consultant to schools in developing a placement and follow-up program

____ Serving as a consultant to the school system in understanding profits and the free enterprise system

THE PEOPLE IN THE MODEL

In the State of Maryland, the effective operation of career education assures a role for persons within the educational environment, the home and family, and the business, labor, and industrial community.

In the educational setting, a very simplistic view of the various roles is outlined:

The Board of Education and the Superintendent - Render a positive commitment to career education and effect the necessary policies to make it a reality.

The Supervisor - Transfers the commitment to teachers. Plays a major role in inservice and designs means by which infusion of career education may take place.

The Principal - Creates a school environment so as to make the collaborative and deliberate effort between school and community possible. Assesses the available resources necessary to develop and implement a career education plan. The principal renders administrative support to the teachers to motivate the maximum instructional level for the benefit of the students.

The Teacher - Emphasizes the career implications of the respective subject matter; helps students become familiar with the multiple nature of work; reinforces good work habits as a part of the routine behavior of students.

The Counselor - Assists in helping teachers understand the needs of children; plays a key role in the self-assessment elements; is a vital link in the career planning phase; and assists the student in pulling together the multi-faceted aspects of career development so that it makes sense for him/her as a human being.

The Parent - Serves as a model for work roles as well as provides modeling experiences. The home has the unique and significant role of influencing the goals, attitudes, and values of children.

The PTA - Forms a communication network and is a key body that can help shape the acceptance of career education within the community.

The Community - Serves as a reservoir of resources. This reservoir of businesses, industry, labor, agencies, organizations, governmental operations, and people has the potential of providing many exciting experiences. The parameters of these resources are expanded through the creativity of the joint planning of the school and community. Field trips, shadowing, simulated career experiences, and work experiences are some of the opportunities that may be possible through community-based persons including volunteers.

The Student -	Receives the benefits of effective career education; plays a major role in his/her own planning process and develops an individual career plan.
The Library Media Specialist -	Assists in providing career education experiences and print and non-print media for use by students, administrators, teachers and counselors.

LOCAL COORDINATOR OF CAREER EDUCATION

Each local education agency will need to designate a person to be responsible for the coordination of career education within the local system in order to carry out a career education program that will affect all instructional programs in elementary and secondary education.

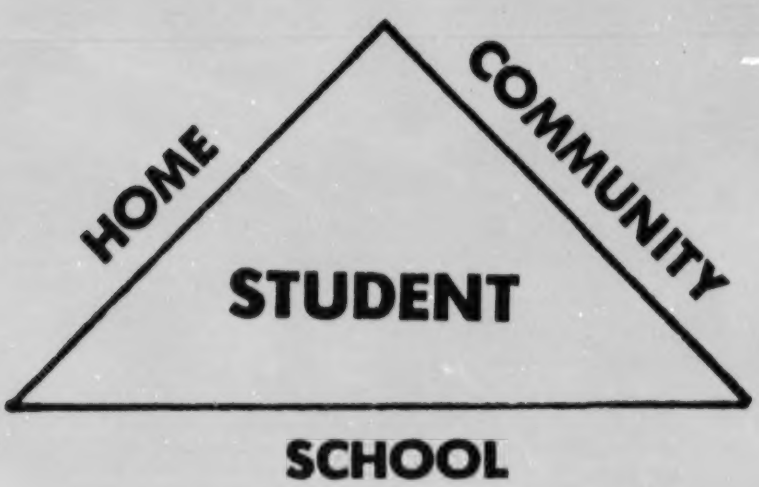
The career education coordinator should have a knowledge of counseling and guidance, the curriculum, the labor market, and stereotyping affecting career education, and should have prior knowledge and/or experience in some aspects of career education.

The Role Of The Local Coordinator

Liaison	1. Serve as a liaison to the Maryland State Department of Education Career Education Unit and, as needed, with the Federal Career Education Unit
Initiating and Implementing	2. Serve as an initiator in getting people involved, i.e., administrators, teachers, community people, and industry personnel. Assist local schools in the infusion process and any special programs. Encourage broad-based implementation.
Planning	3. Establish, in conjunction with the local administration, the plan and structure for career education within the city or county. Initiate the long-range planning and the necessary periodical revision.
Staff Development	4. Plan, initiate and coordinate career education inservice and staff development
Materials	5. Supply information and lists of recommended career education materials to supervisors and curriculum coordinators who are directly responsible for in-service for groups of educators and key decision makers. Evaluate career education materials.
Resources	6. Serve as a resource person for central office staff and schools; keep other supervisors and coordinators abreast of up-to-date information and developments
Evaluation-Assessment	7. Serve as a key person in promoting the needs assessment of students; initiate and design program evaluation for career education
The Community	8. Motivate business, industry, and labor involvement. Serve as a spokesperson with the community, PTA, advisory groups, etc. in career education. Coordinate school-community relationships.

Proposals and Public Relations	9. Assume leadership in the development of proposals for expanded and new program implementation. Be responsible for developing awareness and acceptance of career education. Be responsible for news releases and other methods of keeping people informed.
Budgeting and Finance	10. Assume the necessary budgeting and fiscal management as required. Prepare budget support data and cost estimates for program objectives.

CAREER EDUCATION



A TEAM APPROACH

I-1

BRINGS BENEFITS TO

STUDENTS	**SUBJECT MATTER MORE RELEVANT**
TEACHERS	**EDUCATIONAL MISSION SUPPORTED**
COUNSELORS	**PLANNING SKILLS EMPHASIZED**
PARENTS	**WORK VALUES RE-AFFIRMED**
PRINCIPALS	**UNIFYING FRAMEWORK PROVIDED**
COMMUNITY	**INVOLVEMENT BROADENED**

DOES NOT BURDEN

* CURRICULUM

* STAFF

* FINANCES

IS RECOGNIZED

AS NEEDED BY

COMMUNITY AT LARGE

BUSINESS, LABOR, INDUSTRY

SCHOOL PERSONNEL

AND···

REFLECTS STUDENT VOICES

STUDENTS EXPRESS A NEED FOR

MAKING FLEXIBLE CAREER PLANS

EXPLORING CAREERS

ACQUIRING EXPERIENCES IN THE WORLD OF WORK

FINDING JOBS AND CAREERS

RELATES TO THE TOTAL EDUCATIONAL PROGRAM

WOVEN INTO TOTAL PROGRAM

OR COORDINATED WITH

COMMUNITY LEARNING EXPERIENCES

BUT NOT "TACKED ON"

PERMEATES
PROGRAM ELEMENTS

ALL LEVELS

preschool thru graduate school

ALL TYPES

academic, vocational

ALL AREAS

art thru zoology

ALL EMPHASES

learning, work, and leisure time possibilities

ENCOMPASSES ALL STUDENTS AND SKILLS

STUDENT GROUPS

GIFTED, AVERAGE, HANDICAPPED

GIRLS AND BOYS,

MULTI RACIAL, ETHNIC, CULTURAL

SKILL AREAS

BASIC SKILLS, ECONOMIC SKILLS

DECISION-MAKING SKILLS

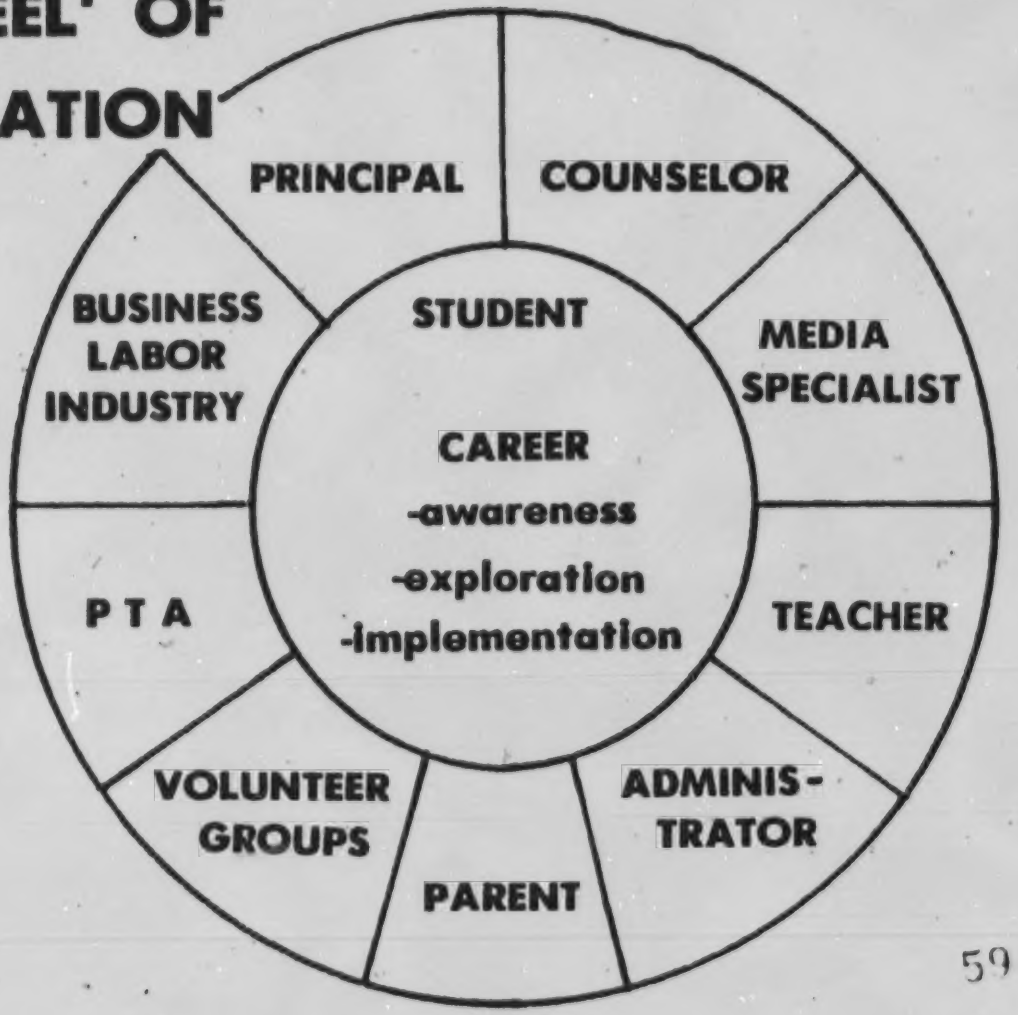
APPLICATION SKILLS

TURNS SMOOTHLY ••• WHEN

THE 'BIG WHEEL' OF CAREER EDUCATION

INCLUDES

★ YOU ★



CAREER EDUCATION

INSERVICE TRAINING PACKAGE

MODULE II - CURRICULUM INFUSION

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Produced under the provision of a grant from the Maryland State Department of Education to the Charles County Public Schools

MODULE II
CURRICULUM INFUSION OF CAREER EDUCATION

Purpose:

This module emphasizes the importance of the classroom teacher in career education, describes the relationship between content objectives and career objectives, and relates career education to the total curriculum.

II-1 (THE WORLD OF THE CLASSROOM TEACHER)

Career education advocates the shared responsibility of the home, family, and community in the total development of students, but emphasizes the central importance of teachers in the teaching-learning process.

In the delivery of career education, the classroom teacher, the daily manager of each student's learning environment, is the most influential person.

II-2 (INCREASES SUBJECT MATTER RELEVANCE)

Because career education links subject matter with future life roles, including education, occupational and non-occupational roles, students receive additional sources of motivation.

By strengthening ties with the home and community, the "real life" aspect of school increases.

II-3 (SPANS THE CURRICULUM RAINBOW)

All content areas and all grade levels can be infused and enriched with career education concepts and activities.

Teachers, themselves, need not be experts about careers. By assisting students to secure specific information about careers, teachers gain new ideas as well.

A wide variety of active learning experiences can be engaged in by students at all levels. Such experiences include: informational interviewing, shadowing, field trips, internships, research, report writing, role playing, construction of bulletin boards, models, audio-visuals.

II-4 (ADVANCES SOUND WORK HABITS)

Among the objectives of career education are: recognition of the importance of attendance, punctuality, listening and following directions, completion of tasks within a stated time using stated criteria, and the ability to get along with others.

II-5 (EXPANDS WORK VALUES)

Career education fully supports the concepts that:

All jobs have worth and dignity.
Work roles are interdependent.
Work roles for some persons are leisure roles for others.
Self-career development is a life-long process.

II-6 (COMPLEMENTS OBJECTIVES)

Teachers who are familiar with instructional objectives and career objectives can match these within grade level and subject area.

After examining the scope and sequence of instructional and career objectives, teachers can help design activities which implement the total program.

II-7 (PROVIDES A STRONG BASE)

Career education activities can be used to help achieve a subject area goal. Studying careers can help students realize how essential subject area skills will be to future endeavors.

II-8 (CLARIFIES CLUSTERS)

At the elementary level, career-related content objectives help students expand their awareness of the world of work. Here, teachers can help students learn about broad work categories or career clusters.

Junior high and middle school teachers build on this base by making it possible for students to explore these broad career areas or clusters through classroom speakers, field trips, or other techniques.

At the senior high school level, career activities help students make career related choices and develop plans which will increase their success in the world of work.

II-9 (BUILDS BRIDGES)

Content skills are reinforced by career education activities. Skills gained in subject areas can be used to investigate occupations. The "walls" of the classroom can be extended far out into the community.

> Art students might interview community persons about careers in a number of related fields. In the process, they can also increase their knowledge of the materials used.
>
> Students using measuring skills, at various grade levels, might measure their rooms, meet with persons in drafting or construction, build a scale model, or participate in an architectural internship.

II-10 (TIES IT TOGETHER)

Infusing career education concepts into the total curriculum requires the "pulling together" of everyone. Benefits for students and teachers increase as the fabric of career education unfolds. Many school systems have already matched the student objectives in the Career Education Scope and Sequence (enclosed in this folder) with objectives in various content areas.

REFERENCES FOR MODULE II**
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16. American Alliance for Health, Physical Education, Recreation and Dance. Weaving Career Education into Physical Education and Sport, 1980.

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**The Maryland State Deaprtment of Education Professional Library has examples of curriculum guides and materials from Maryland and other states for loan upon request.

Enclosure: MSDE "Scope and Sequence: K-Adult"

FOLLOW-UP ACTIVITIES

MODULE II: CURRICULUM INFUSION OF CAREER EDUCATION

1. State a skill objective of your content area which would be strengthened by the infusion of a career objective. Describe how the infusion would occur and how it would affect student motivation and achievement.

2. Identify a student youth group member, a parent, labor representative, and a business representative to conduct a panel discussion in your class or school on a topic dealing with the importance of preparing for the world of work. Include a parent, a student youth group member, a union representative, and a member of the local chamber of commerce in the panel.

3. Invite a working parent or a community worker to your class to list and discuss the academic and educational skills that are essential in his or her job.

4. Examine a text that you are presently using, then answer the following questions:
   a. Are career areas or workers shown or described? Are they stereotyped?
   b. Are career education objectives or career related activities included?

CAREER INFUSED OBJECTIVES

K-12

GRADES K - 3

CONTENT OBJECTIVES Students will	CAREER INFUSED OBJECTIVES
ART	
Design and paint a mural	Depict, in a mural painting, three community helpers at work.
LANGUAGE ARTS	
Speak before a small group	Report on an occupation of a parent or other adult.
MATHEMATICS	
Distinguish among coin values	Participate in role playing of clerk and customer making purchases.
MUSIC	
Participate in group singing	Use songs relating to work situations.
PHYSICAL EDUCATION	
Use large muscles in throwing and catching a ball	Use large muscles in imitating actions of lifting logs, lowering nets, and other work-related tasks.
READING	
Locate information by using "Yellow Pages" of telephone directories	Locate information about occupations found in different areas by using the Yellow Pages of directories from a small town and big city.
SCIENCE	
Illustrate how a wheel works	Make models of occupations related to transportation.
SOCIAL STUDIES	
Identify community helpers and the services they provide	Identify community helpers who are paid or unpaid for the services they provide.

II - 6 (b)

GRADES 4 - 6

CONTENT OBJECTIVES The student will	CAREER INFUSED OBJECTIVES
ART	
Form lettering on posters	Form lettering on posters to "advertise" a hobby or interest area.
LANGUAGE ARTS	
Employ a dictionary for word definitions	Employ a dictionary to investigate career related meanings of students' names.
MATHEMATICS	
Measure liquids using metric scale container	Measure liquids with equipment from several kinds of occupational settings and discuss the occupations.
MUSIC	
Classify ten musical instruments	Visit a band or orchestra for the purpose of classifying the instruments used and learning how the musicians obtained their jobs.
PHYSICAL EDUCATION	
Record patterns of eating and sleeping	Record patterns of eating and sleeping as they relate to occupations requiring different time schedules.
SCIENCE	
Identify and classify rocks	Identify and classify rocks and the occupations that participate in their mining and manufacture.
SOCIAL STUDIES	
Using latitude and longitude, describe climates at each location	Using latitude and longitude, describe the climate at each location and its influence on work capabilities.

II - 6 (c)

GRADES 7 - 9

CONTENT OBJECTIVES The student will	CAREER INFUSED OBJECTIVES
ART	
Draw a personal coat of arms	Draw a personal coat of arms which conveys future career plans.
HOME ECONOMICS	
Demonstrate the use of optical illusions in dress	Demonstrate how optical illusions created by stripes, checks, etc. can enhance desired appearance for particular occupations.
INDUSTRIAL ARTS	
Construct a metal magazine rack	Participate in the marketing, advertising, construction, stock handling, and distribution of a magazine rack.
LANGUAGE ARTS	
Plan and conduct an opinion survey for a class report	Plan and conduct an opinion survey to explore popular notions about five occupations for a class report.
MATHEMATICS	
Convert frequency tables into frequency polygons	Convert frequency tables into frequency polygons. Demonstrate how interest or aptitude test scores may be used to form a personal profile (invite a counselor to participate).
MUSIC	
Summarize the elements of voice control	During a visit to a broadcasting studio, have students observe and participate in natural and mechanical voice control exercises.
PHYSICAL EDUCATION	
Report on the contributions of exercise to physical fitness	Report on the effects of exercise on physical fitness for persons in sedentary occupations.

II - 6 (c)

GRADES 7 - 9

CONTENT OBJECTIVES The student will	CAREER INFUSED OBJECTIVES
SCIENCE	
Prepare several types of soil for testing effects of seed germination	Prepare several types of soil and visit a laboratory to test the samples and to interview persons in plant science occupations.
SOCIAL STUDIES	
Compile a list of stress factors in our society	Compile a list of stress factors in our society as they relate to persons in different career areas.

II - 6 (d)

GRADES 10 - 12

CONTENT OBJECTIVES The student will	CAREER INFUSED OBJECTIVES
ART	
Draw an advertisement for a magazine	Draw magazine advertisement that rejects occupational stereotyping.
BIOLOGY	
Outline the steps in extracting natural resources from the ocean	Cite the occupations involved in the steps of extracting natural resources from the ocean.
BUSINESS EDUCATION	
Construct a guide for establishing one's own business	Participate in a chamber of commerce or other community meeting to gather information as guides in establishing one's own business.
CHEMISTRY	
Separate liquids from solids	Separate water from several parallel food products to determine their nutritional value for consumers.
ENGLISH	
Write an autobiography	Write an autobiography in which you describe your interests, hobbies, and talents, and discuss career fields to consider.
GEOMETRY	
Distinguish the characteristics of various geometric shapes	Distinguish geometric shapes and investigate careers in mathematics which do or do not require abilities involving spatial relations.
HOME ECONOMICS	
Enumerate the skills used in managing a home and family	Enumerate the skills used in managing a home and family, and discuss occupations to which they relate.

II - 6 (d)

GRADES 10 - 12

CONTENT OBJECTIVES The student will	CAREER INFUSED OBJECTIVES
INDUSTRIAL ARTS	
Construct a model of an electrical power plant	Visit an electrical power plant to gather information about its construction and its occupational opportunities.
LANGUAGE ARTS	
Distinguish verbal and non-verbal cues in communication	Distinguish the role played by verbal and non-verbal cues as they effect radio versus television newscasters.
MUSIC	
Compose a tone poem	Compose a musical composition and tour a music publishing company to learn the steps from creation to distribution.
PHYSICS	
Discuss the principles of thermodynamics	Discuss how the principles of thermodynamics can be used in fields dealing with energy conservation.
SOCIAL STUDIES	
Outline the elements of the justice system at the local level	Participate in an internship in a law office, police station, or court.

CAREER AND COMMUNITY BASED EDUCATION

CAREER EDUCATION SCOPE AND SEQUENCE

K-ADULT

3/80

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CAREER EDUCATION SCOPE AND SEQUENCE

K-ADULT

CAREER EDUCATION SCOPE AND SEQUENCE

	Grade Level		Objectives and Behaviors
1.0	Elementary	1.1	Develop initial levels of self-awareness
	K-2		1.1.1 Describe characteristics of self - physical, social, emotional.
	3-5		1.1.2 Identify areas of personal strength, ability, and talent.
	3-5		1.1.3 Compare self-characteristics with the characteristics of others.
		1.2	Demonstrate basic work habits and skills, i.e., interpersonal relationship skills, punctuality, etc.
	K-2		1.2.1 Demonstrate personal pride in work accomplished.
			1.2.2 Demonstrate punctuality and good attendance.
			1.2.3 Demonstrate the ability to respond positively to direction and instruction.
			1.2.4 Demonstrate the ability to relate to peers and teachers.
		1.3	Demonstrate knowledge of broad categories of work and workers, e.g., health workers, food producers, community workers, sales persons.
	K-2		1.3.1 Describe the work done by various kinds of people in the community, e.g., mail carrier, sanitation worker, nurse.
	3-5		*1.3.2 List the advantages that people derive from their work. (4.1.1.1)
	3-5		1.3.3 Identify ten career clusters and list three different jobs in each.
2.0	Middle/Junior High	2.1	Demonstrate basic work habits and skills, e.g., punctuality, interpersonal skills.
	6-8		2.1.1 Identify qualities and skills that employers often seek in job applicants.
	6-8		2.1.2 Demonstrate willingness to accept responsibility for one's actions.

* Project Basic Competency (competency number in parenthesis)

Grade Level	Objectives and Behaviors
6-8	2.1.3 Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan.
6-8	2.1.4 Demonstrate interpersonal and human relations skills.
	2.2 Demonstrate decision-making skills
	*2.2.1 List sequentially the steps and procedures involved in making education and career decisions. (4.4.1.4)
	2.2.2 List four kinds of information needed to make career decisions.
	2.3 Demonstrate assessment and consideration of interests, aptitudes, and talents.
6-8	2.3.1 Recognize that several types of individuals may perform in the same job or occupation.
6-8	2.3.2 Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation.
6-8	2.3.3 Identify personal interests, aptitudes, and talents.
	2.4 Begin the development of an individual career plan.
6-8	2.4.1 Identify the major elements of a career plan
6-8	2.4.2 Recognize that one's goals and the methods of attaining those goals may change.
6-8	2.4.3 Recognize that career decisions begin early and continue throughout one's lifetime.
6-8	2.4.4 Recognize the importance of alternatives in any plan.
8	*2.4.5 Develop an individual career plan or profile which includes high school program selections, tentative career goals, and alternative ways to reach those goals. (4.3.1.1, 4.4.1.3, 4.4.1.5)

* Project Basic Competency

Grade Level	Objectives and Behaviors
	2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements.
6-8	2.5.1 Describe three career clusters.
6-8	2.5.2 List five jobs in each of the three clusters.
6-8	*2.5.3 List the knowledge, training and skill requirements in each of the five jobs in the three clusters. (4.1.1.14)
6-8	*2.5.4 Identify school subjects which help develop skills, knowledge, and training needed in specific jobs. (4.1.1.15)
	2.6 Demonstrate career exploration and prevocational skills.
6-8	2.6.1 Participate in and describe two or more career exploration or prevocational activities, e.g., field trip, shadow experience, or job simulation kit.
	*2.6.2 Identify three school or community sources of career information. (4.4.1.20)
3.0 **High School	3.1 Demonstrate basic entry level skills related to finding and keeping employment.
9-12	*3.1.1 Demonstrate skills, attitudes, and behaviors important for a job interview. (4.3.1.5)
9-12	3.1.2 Demonstrate the ability to apply basic skills in a work setting.
9-12	*3.1.3 Identify qualities and skills that employers commonly seek in job applicants. (4.2.1.8)
9-12	*3.1.4 Identify educational opportunities available in selected careers. (4.4.1.6)
9-12	*3.1.5 Describe the importance of time in a work setting. (4.2.1.10)

* Project Basic Competency (competency number in parentheses)
** These competencies are generally applicable at the adult level as well.

Grade Level	Objectives and Behaviors
9-12	*3.1.6 Describe and demonstrate responsible behavior appropriate for a particular work setting. (4.2.1.9)
	*3.1.7 Identify employers and job opportunities in the local and surrounding communities. (4.3.1.7)
	*3.2 Demonstrate knowledge of the nature, structure, and requirements of work.
9-12	*3.2.1 Describe the basic requirements for employment in specific jobs, e.g., special tools, clothing, etc. (4.1.1.19)
9-12	*3.2.2 Identify and describe various ways of entering the world of work, e.g., vocational training, apprenticeship, cooperative education, etc. (4.1.1.9)
	*3.2.3 Identify the skills, knowledge, and training required for major occupational categories. (4.1.1.14)
9-12	3.2.4 Choose, plan for, and enroll in appropriate classes or programs related to the individual's career objectives.
	*3.3 Demonstrate the ability to identify and relate personal qualities to employment.
9-12	*3.3.1 Match local occupational opportunities with personal interests and abilities. (4.2.1.1)
9-12	*3.3.2 Identify job characteristics which may affect career choice, e.g., benefits, working conditions, etc. including non-traditional occupations. (4.4.1.15)
9-12	*3.3.3 Identify occupations which relate to personal interests, aptitudes, and values. (4.2.1.2)
9-12	*3.3.4 Demonstrate the ability to evaluate programs designed to prepare an individual for a particular job, e.g., private trade school, apprenticeship, etc. (4.4.1.7)

* Project Basic Competency (competency number in parenthesis)
** These competencies are generally applicable at the adult level as well.

Grade Level	Objectives and Behaviors
	3.3.5 Demonstrate the ability to perform and to learn satisfactorily in a work setting.
	*3.4 Demonstrate career planning and development skills.
9-12	*3.4.1 Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities. (4.3.1.1)
9-12	*3.4.2 Identify alternative personal career goals. (4.4.1.3)
9-12	*3.4.3 Identify alternative ways for reaching career goals (immediate and long range). (4.4.1.5)
9-12	*3.4.4 Demonstrate skills in using school and community resources to obtain career information. (4.4.1.20)
9-12	3.4.5 Develop long range career goals (3-5 years) as part of the career plan.

* Project Basic Competency (competency number in parenthesis)
** These competencies are generally applicable at the adult level as well.

CURRICULUM INFUSION OF CAREER EDUCATION

THE WORLD OF

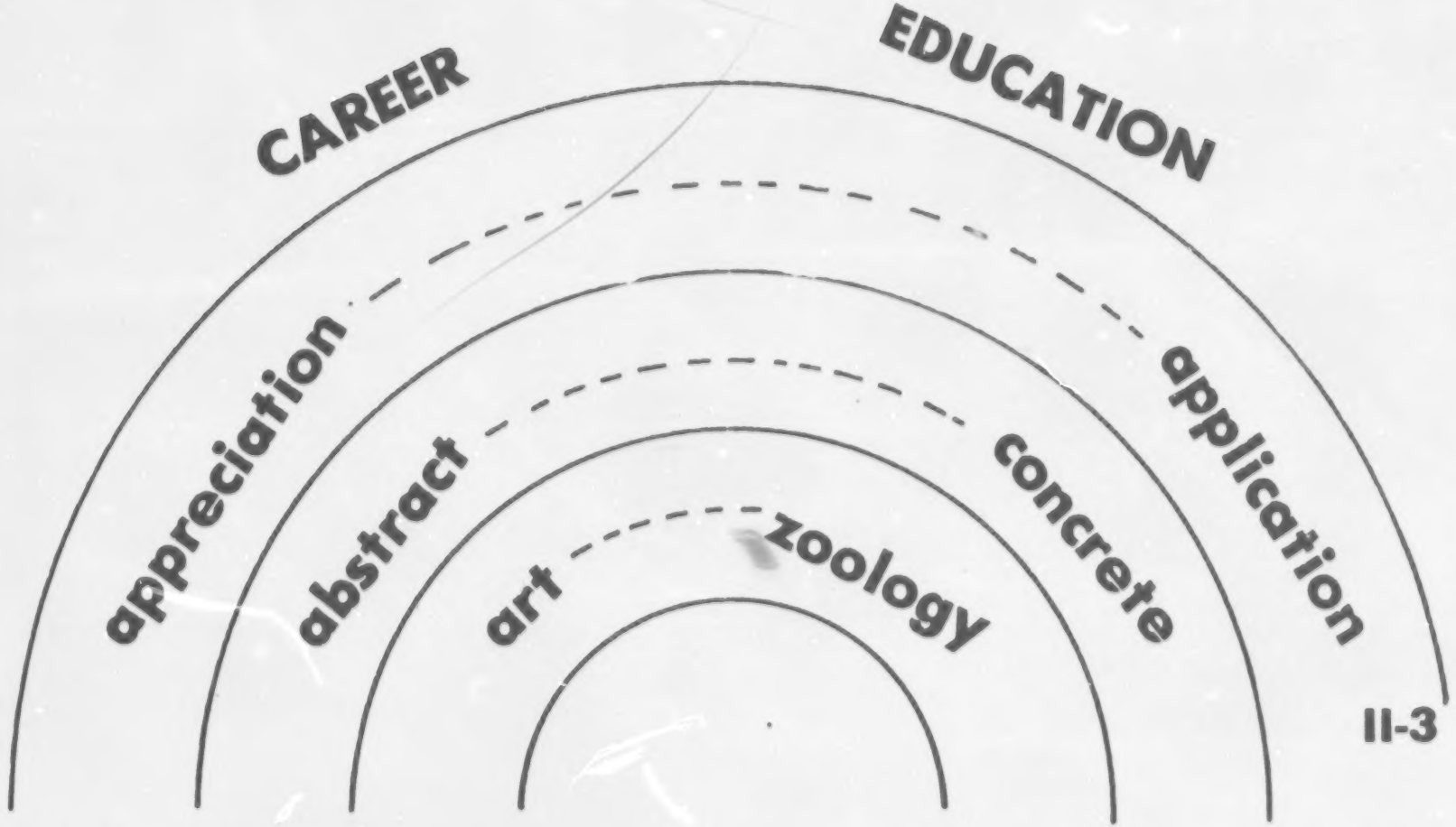
the classroom teacher

INCREASES

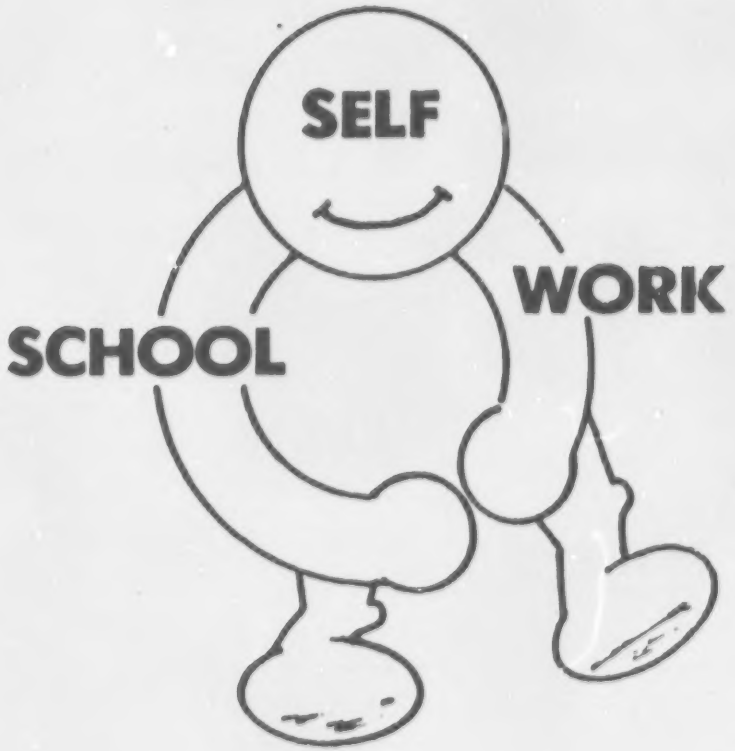
SUBJECT MATTER RELEVANCE

HOME AND COMMUNITY + STUDENT EXPERIENCES × SUBJECT MATTER = FUTURE LIFE ROLES

SPANS THE CURRICULUM RAINBOW



ADVANCES
SOUND WORK HABITS



A JOB WORTH DOING

IS

WORTH DOING WELL!

NO "TEN O'CLOCK SCHOLARS"

EXPANDS WORK VALUES

ALL JOBS HAVE DIGNITY

ONE JOB DEPENDS UPON ANOTHER

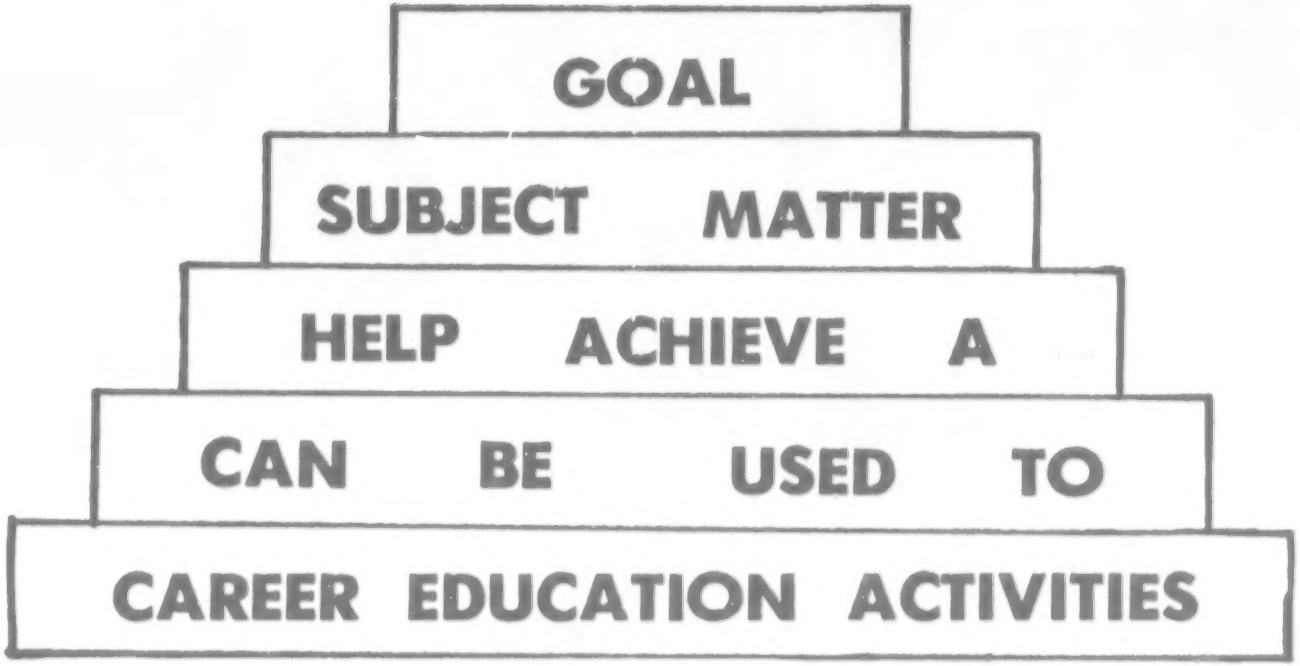
ONE PERSON'S WORK IS ANOTHER'S PLAY

CAREER DEVELOPMENT REQUIRES PERIODIC REASSESSMENT

COMPLEMENTS OBJECTIVES

CONTENT OBJECTIVES	CAREER INFUSED OBJECTIVES
DESIGN AND PAINT A MURAL	Design and paint a mural depicting community helpers at work
MEASURE LIQUIDS WITH METRIC SCALE CONTAINERS	Measure liquids with equipment from several occupations
WRITE AN AUTOBIOGRAPHY	Write an autobiography in which you describe your interests and three career fields related to them

PROVIDES A STRONG BASE



CLARIFIES CLUSTERS

awareness exploration implementation

AGRIBUSINESS AND NATURAL RESOURCE

BUSINESS AND OFFICE

COMMUNICATIONS AND MEDIA

CONSTRUCTION

CONSUMER AND HOMEMAKING

ENVIRONMENTAL CONTROL

FINE ARTS AND HUMANITIES

HEALTH HOSPITALITY AND RECREATION

MANUFACTURING

MARINE SCIENCE

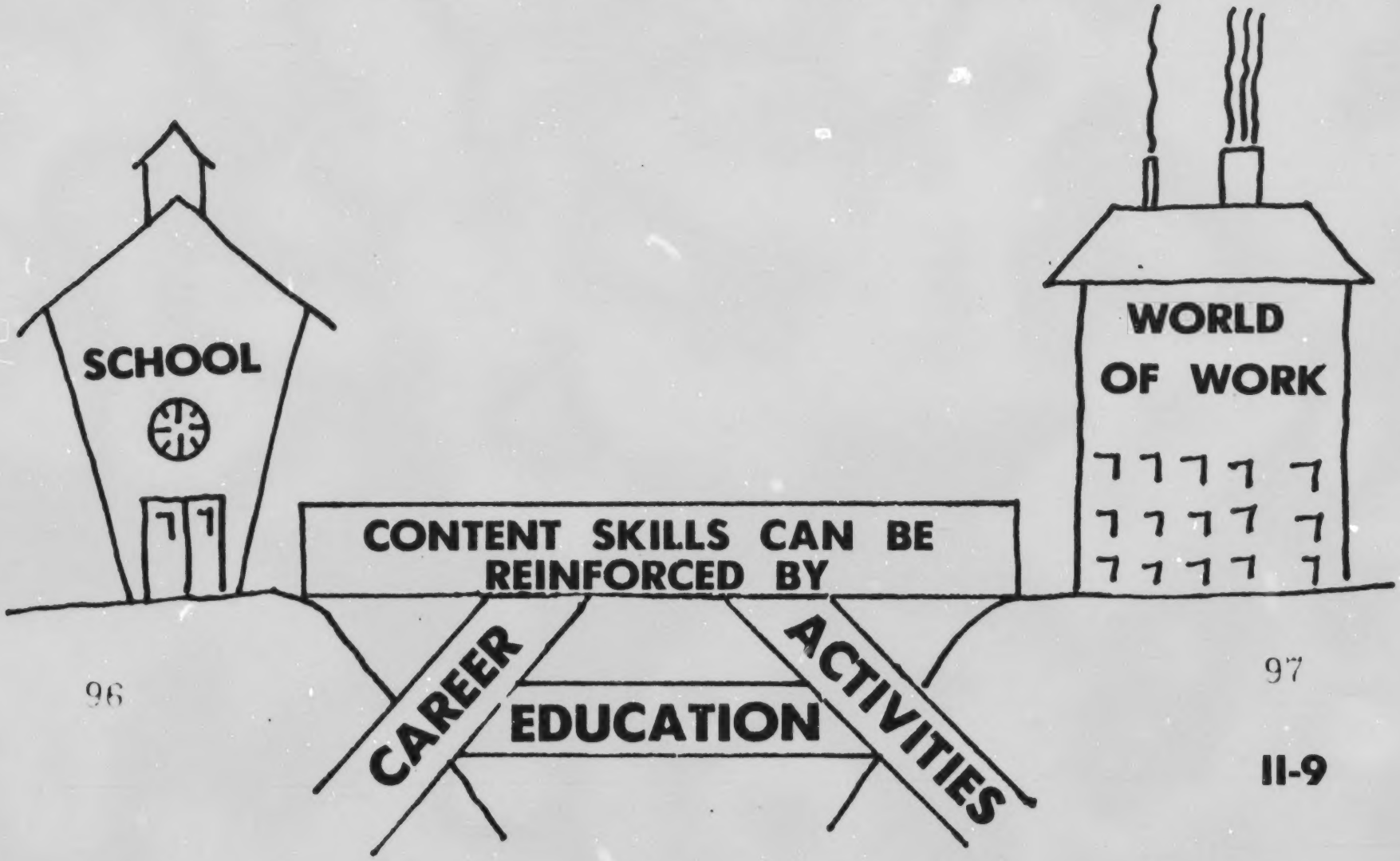
MARKETING AND DISTRIBUTION

PERSONAL SERVICES

PUBLIC SERVICES

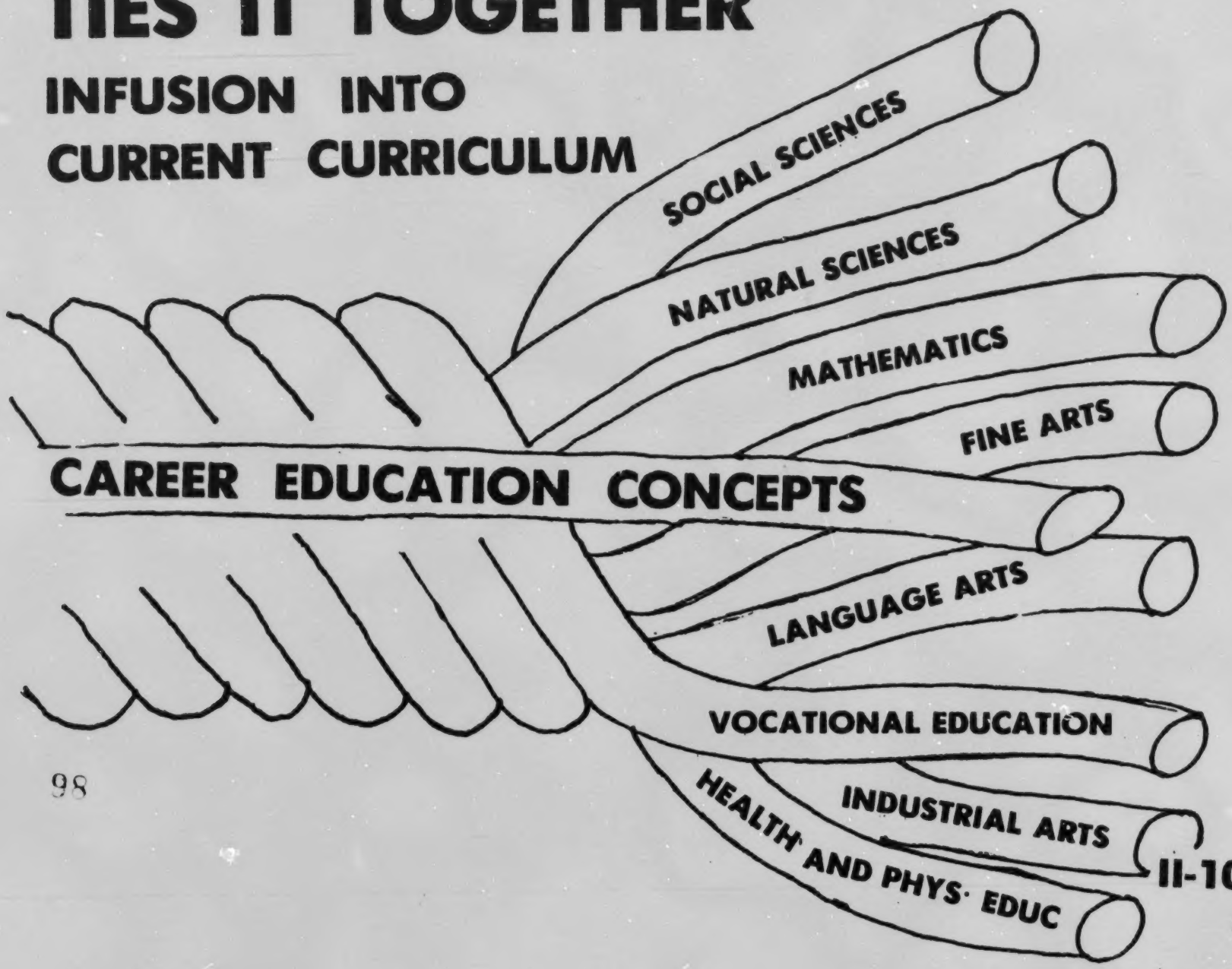
TRANSPORTATION

BUILDS BRIDGES



TIES IT TOGETHER

INFUSION INTO CURRENT CURRICULUM



CAREER EDUCATION

INSERVICE TRAINING PACKAGE

MODULE III - CAREER GUIDANCE

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Produced under the provision of a grant from the Maryland State Department of Education to the Charles County Public Schools.

MODULE III
CAREER GUIDANCE

Purpose:

This module illustrates the framework for guidance delivery provided by career education, its support by professional organizations, and the possible roles and functions for guidance and counseling personnel.

III-1 (CAREER GUIDANCE: THE WORLD OF THE COUNSELOR)

Counselors in elementary through post-secondary levels form a crucial link in career education for all students. Nationally, and in Maryland, guidance personnel have made vital contributions to the planning and implementation of career education.

III-2 (ESTABLISHES ROAD MAPS)

Career education, broadly defined, with major emphasis on self and career development, provides a flexible framework for delivery of comprehensive career guidance services to students.

Emphasis on sequential stages which can be traced and retraced encourages continuous exploration and refining of information.

III-3 (INFORMS AND ASSISTS ALL STUDENTS)

Career guidance is a systematic process for facilitating self and career development of all students, including students with special needs.

Career guidance assists students in assessing their abilities, values, and interests; in learning about options and opportunities in the world of work; and in acquiring decision-making skills needed to develop individual career plans.

III-4 (HELPS STUDENTS DEVELOP GUIDEPOSTS)

Career guidance aids students in the continuous, developmental process of acquiring knowledge of self and environment, in forming and revising career related decisions, and in setting short and long range goals.

III-5 (PROMOTES FEEDBACK AND REVISION)

Through exploration of the environment in field trips, shadowing, internships, and other experiential activities, career guidance encourages testing and re-testing of tentative decisions.

By emphasizing the development of attitudes and skills which are helpful to making career choices and changes during a lifetime, career guidance better prepares students for productive and satisfying adulthood.

III-6 (RECEIVES SUPPORT FROM PROFESSIONAL ORGANIZATIONS)

The American Personnel and Guidance Association, in its Career Education position paper of 1975, recommended, "A change toward further emphasizing the counselor as a member of the career education team and away from emphasis on the counselor as an isolated professional."

The American Vocational Association and the National Vocational Guidance Association, in their jointly written position paper of 1973, stressed that a career guidance program should assist individuals with an "understanding of self...; the working society and those factors that affect its constancy and change, including worker attitudes, life styles, and mobility... and of the information and skills necessary to achieve self-fulfillment in work and leisure."

The Association of Counselor Educators and Supervisors, in 1978, included among its recommendations that all students and adults be provided with career guidance opportunities, and advised counselors to "take an active leadership role in the development and implementation of guidance-based career education programs."

III-7 (BRINGS COUNSELORS A CHOICE OF PROCESSES)

LEADING - in the identification and use of community resources; in the reduction of bias and stereotyping of work and workers

COUNSELING - using individual and group assessment procedures, decision-making models; helping students formulate individual career plans

CONSULTING - with parents about their roles in influencing children's career choices; with teachers about students' career development needs

TEAMING - with librarians and media specialists in planning career centers; with teachers and administrators in planning and implementing career education activities; with community members in aiding transitions in students' educational-occupational placement

III-8 (EXTENDS GUIDANCE BEYOND THE COUNSELOR'S OFFICE)

Career guidance provides counselors and students alike with opportunities to explore school-work relevance in many settings so that career options expand and self-career development progresses.

REFERENCES FOR MODULE III
CAREER GUIDANCE

1. Career Guidance: Role and Functions of Counseling and Guidance Personnel Practitioners in Career Education. Position Paper of the American Personnel and Guidance Association, 1975.

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3. Hansen, Lorraine S. and Gysbers, Norman C. Guest Editors of Special Issue, "Career Development Guidance and Education," Personnel and Guidance Journal, 53, 9, 1975.

4. Helling, Cliff, and Ruff, Eldon. Career Guidance Practices. Monograph, United States Office of Education.

5. Hoyt, Kenneth B. The School Counselor and Career Education. Monograph, United States Office of Education, 1976.

6. Maryland Career Guidance Manual. Maryland State Department of Education, 1977.

7. Plan for Improving Guidance Services in Maryland. Maryland State Department of Education, 1979

Enclosure

"Career Education - A Priority of Education in Maryland."

Sample "Individual Career Plan."

Excerpt from Plan for Improving Guidance Services in Maryland.

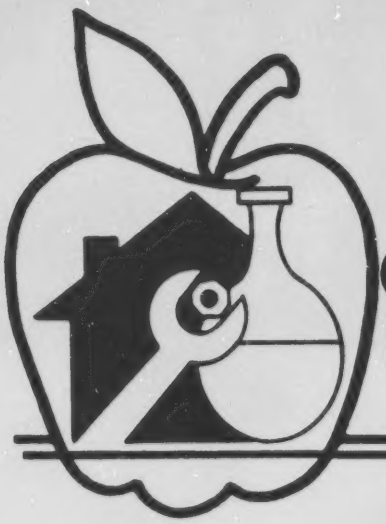
FOLLOW-UP ACTIVITIES

MODULE III: CAREER GUIDANCE

1. Initiate a plan to work with teachers and library/media staff in developing or expanding a career resource center in your school.

2. Begin a hat, tool, or models collection which clearly represents different occupations. Plan for sharing these with students and staff to enhance career awareness.

3. Invite a representative of the state employment service to talk to a class (or assembly) of students on the employment outlook for a specific career area, such as, health, transportation, or agriculture.



CAREER AND COMMUNITY BASED EDUCATION

SAMPLE CAREER PLAN

(Taken from MSDE Career Guidance Manual)

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*Taken from MSDE Career Guidance Manual

SAMPLE CAREER PLAN

I. Personal Strengths, Skills, Interests

A. Interest Inventory Taken Grade Areas of Highest Interest

1. Kuder
2. CVIS
3. COPS
4. Thurstone
5. JOB-O
6. Other (Specify)

B. Aptitude Tests Taken Scores

1. Cognitive Abilities Test
2. Lorge Thorndike
3. OTIS - Lennon
4. A.S.V.A.B.
5. DAT
6. GATB
7. SAT
8. Other (Specify)

C. Achievement Tests Taken Highest Scores In:

1. ITBS
2. CAT
3. Other (Specify)

D. Other Measures

1. Grades
2. Teacher opinion - one sentence on what you think teachers think of you:

D. Other Measures (continued)

3. Peer opinion - one sentence on how you get along with others, generally:

4. Personality - three words of traits that best describe you:

5. Values - three things that you value (most important to you) most highly:

6. Physical traits - 3 words that describe appearance:

7. Skills:

8. Honors awarded:

9. Hobbies:

10. Work experience:

E. Summary

1. Do my aptitude and achievement scores reflect my interests: In other words, do I have the intelligence and ability to do well in what I'm interested in?

   Yes _____ No _____

2. Could my skills and hobbies someday lead to a career?

   Yes _____ No _____

II. Career Options Explored

What careers have you researched?	Read About	Saw Film	Discussed with Counselor	Took Field Trip	Heard Speaker	Other (List)
1.						
2.						
3.						
4.						
5.						
6.						
7.						

IV. Career Plans (continued)

B. Post High School Plans:

_____

_____

C. Tentative Career Plans:

_____

_____

D. List teachers, neighbors, or others who would give you a reference:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

CAREER AND COMMUNITY BASED EDUCATION

GUIDANCE GOAL

(Taken from Plan for Improving Guidance Service in Maryland, MSDE, November 1979.

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Goal

Guidance programs in Maryland shall ensure the development of educational and career decision-making skills among all students.

Explanation of Goal

Goal II addresses student acquisition of those skills which are essential for advancing in an appropriate educational program and ultimately into an appropriate career. Programs to achieve this shall include, but not be limited to, vocational guidance.

Objectives

Students shall:

2.1 Comprehend their aptitudes, interests, and experiences as related to their own career development.

2.2 Apply the steps of decision making to any situation.

2.3 Analyze various careers that are appropriate to their aptitudes, interests, and experiences.

2.4 Identify appropriate career opportunities.

2.5 Select the most relevant educational and/or vocational training programs.

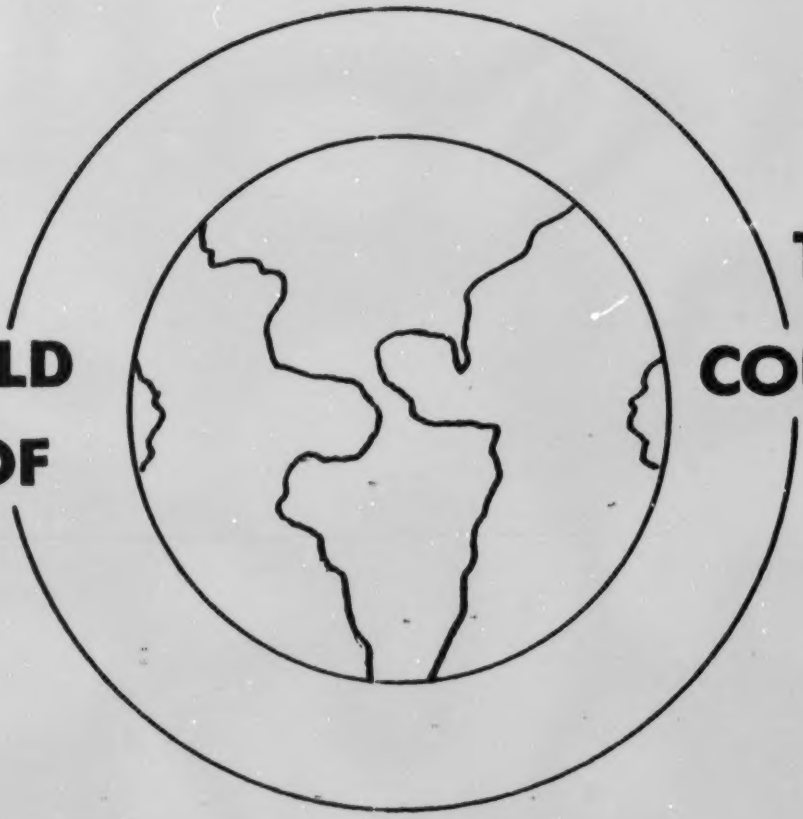
2.6 Formulate and appropriately modify a personal career development plan.

2.7 Demonstrate useful employment seeking and employment keeping skills.

Taken from Plan for Improving Guidance Service in Maryland, MSDE, November 1979.

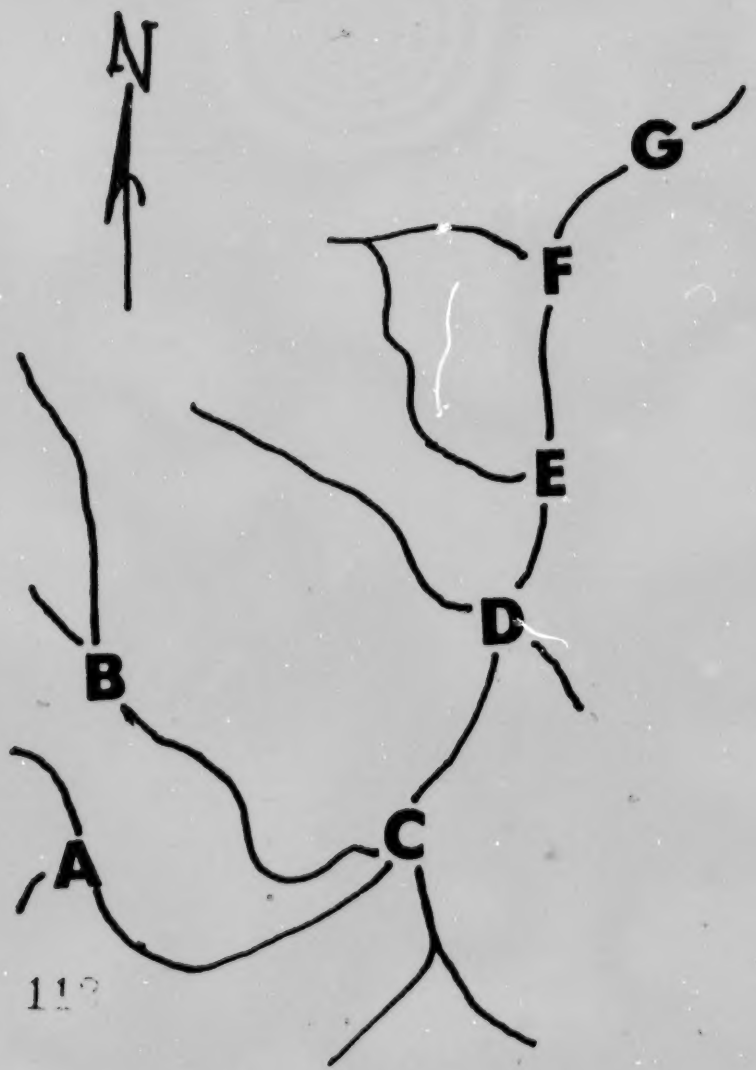
CAREER GUIDANCE

THE WORLD OF THE COUNSELOR



III-1

ESTABLISHES ROADMAPS



KEY

A—SELF AWARENESS:
INTERESTS, APTITUDES, VALUES

B—CAREER AWARENESS:
INFORMATION, EXPERIENCES

C—COMBINING "A" AND "B"

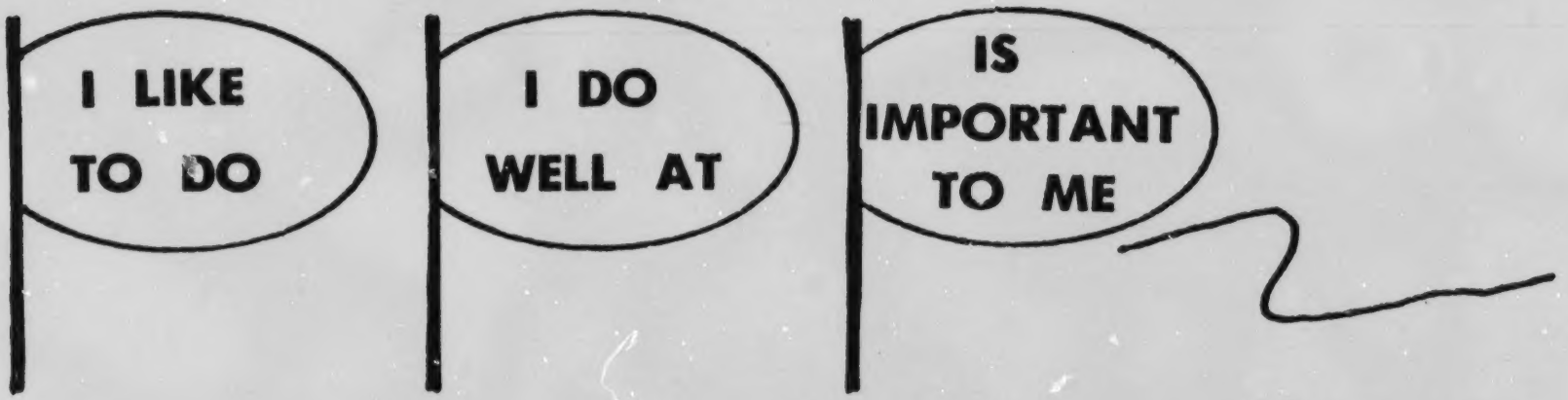
D— DECISION MAKING

E— EXPLORATION OF
SELF IN CAREERS

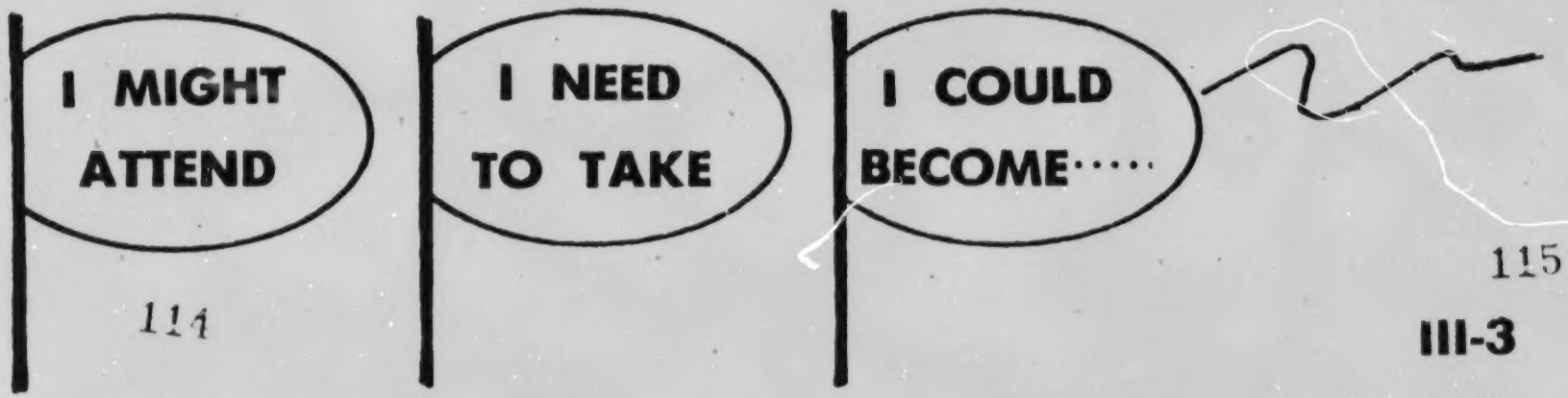
F— FEEDBACK

G— GOAL SETTING:
LONG AND SHORT TERM

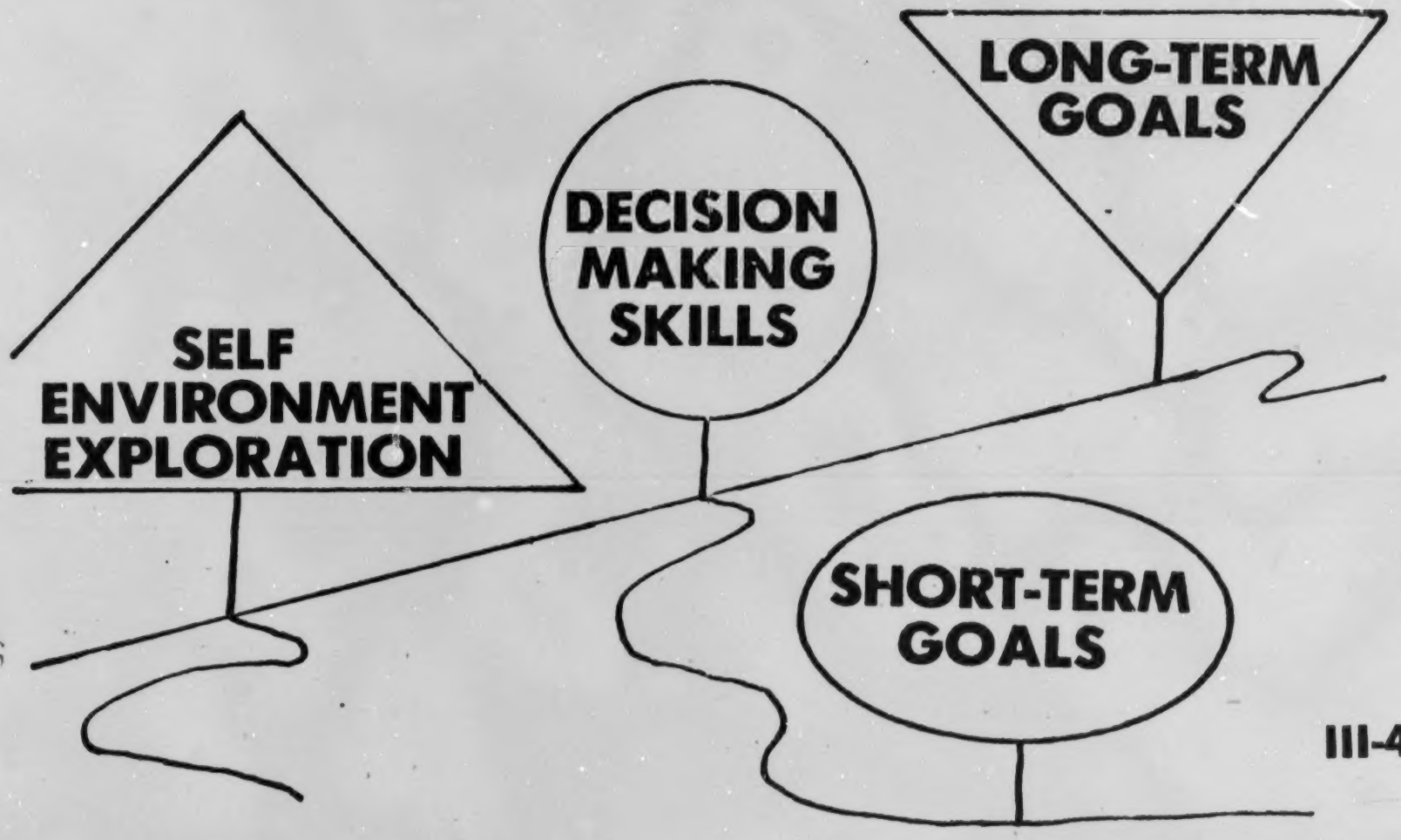
INFORMS AND ASSISTS ALL STUDENTS



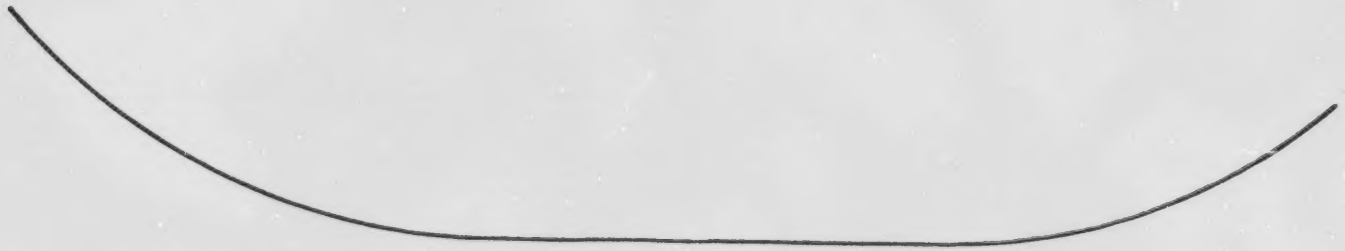
INDIVIDUAL EDUCATIONAL CAREER PLANS



HELPS STUDENTS DEVELOP GUIDEPOSTS

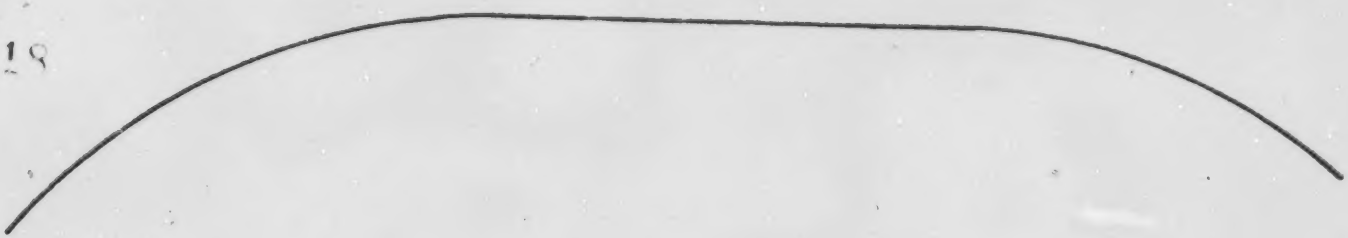


PROMOTES FEEDBACK AND REVISION

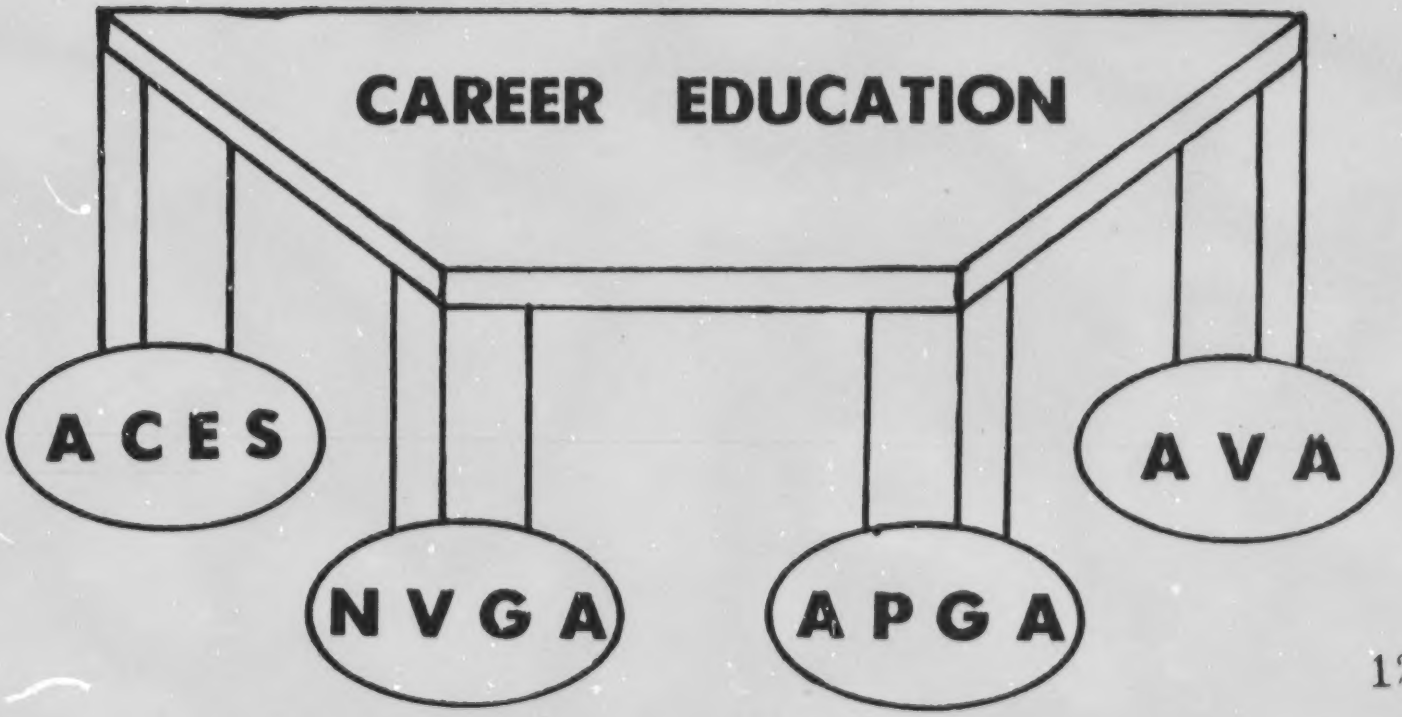


CAREER CHOICES/ CHANGES

INFORMATION OBSERVATION EXPERIENCES



SUPPORTED BY COUNSELOR ORGANIZATIONS



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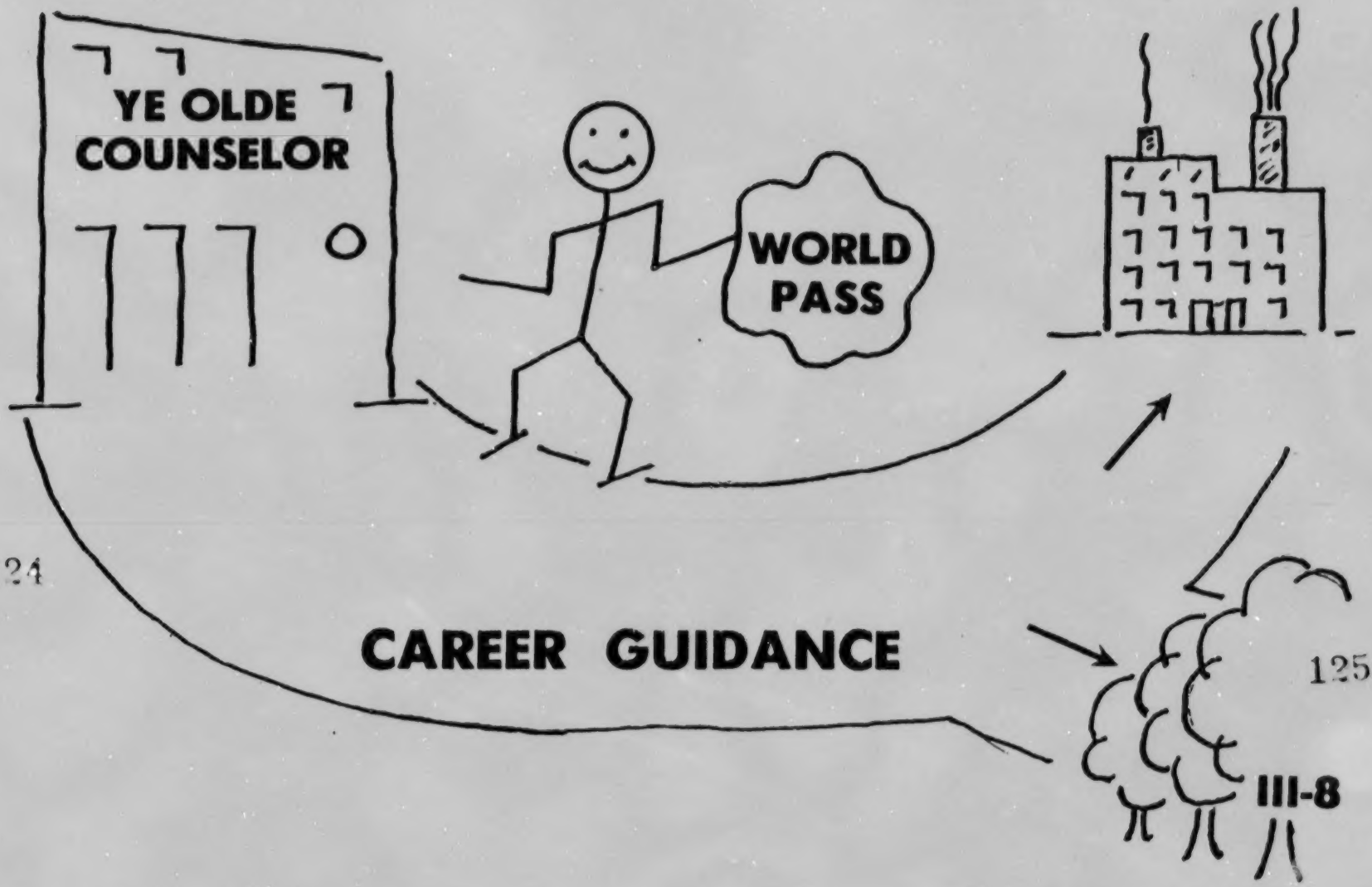
BRINGS COUNSELORS A CHOICE OF PROCESSES

- LEADING
- COUNSELING
- CONSULTING
- TEAMING

EXTENDS GUIDANCE BEYOND THE COUNSELOR'S OFFICE



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CAREER EDUCATION

INSERVICE TRAINING PACKAGE

MODULE IV - RESOURCES FROM THE HOME AND COMMUNITY

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs.

Produced under the provision of a grant from the Maryland State Department of Education to the Charles County Public Schools.

MODULE IV
RESOURCES FROM THE HOME AND COMMUNITY

Purpose:

This module describes the shared responsibilities found in career education by exploring the potential contributions of parents, the complementary goals of many youth groups, and the possibilities for support from community organizations.

IV-1 (THE "KEY" TO THE CAREER SUCCESS OF STUDENTS)

Career education is one of the areas of schooling where educators, parents, and other community members participate in a shared responsibility.

School personnel have a key leadership role in developing the relationships needed for other persons to carry out their part in career education.

IV-2 (UNLOCKS ALL DOORS)

Recognizing the role played by parents, youth and volunteer groups, and community organizations in the development of students can help school personnel identify and use home and community resources for the maximum benefit of students.

IV-3 (ENCOURAGES PARTNERSHIP WITH PARENTS)

Family members are often the most important influences in the career choices of young people. Parents and other family members should be encouraged to increase their effectiveness in career development.

AS "MODELS" PARENTS CAN

Talk about their work on the job, in the community, and in the home.

Let children observe how they contribute their talents and skills to the P.T.A. and other community groups.

Involve young people directly in their work lives through shadowing or similar activities.

Describe the benefits they receive and the values they express through their own careers.

Discuss career choices and changes.

AS "MOLDERS" PARENTS CAN

Help children expand their horizons and overcome biased and stereotypic notions about work and workers.

Stress practical relationships between school work and their own work lives.

Take children on field trips to factories, offices, museums, and other places to observe different kinds of workers.

Encourage the development of habits and attitudes which can lead to part-time work or similar successful work experiences.

IV-4 (FORMS LOGICAL LINKS WITH YOUTH GROUPS)

Occupation related school youth groups can contribute to increased awareness about self, others, and possible career areas. By providing information about preparation needed for various career fields, these groups can supplement classroom experiences and form links with the larger community.

Many volunteer groups have developed career exploration programs. Students could benefit by participation in these or similar programs:

4-H CLUBS OF THE COOPERATIVE EXTENSION SERVICES - use work sampling to have volunteers perfect their skills in a wide range of community and human service situations.

GIRLS CLUBS OF AMERICA - have developed the JIFFY program of job preparation and practicum.

BOYS CLUBS OF AMERICA - have organized a "Building Employment Skills Today" and a "World of Work" program.

JUNIOR ACHIEVEMENT - acquaints high school youth with the production, promotion, and sale of a company's products or services.

RED CROSS YOUTH SERVICE - programs involve students in getting and keeping a job and provide exposure to professionals in varied fields.

GIRL SCOUTS, U.S.A. - includes 160 careers in its "Dreams to Reality" project.

BOY SCOUTS, U.S.A. - & EXPLORERS - states "As a Cub Scout selects a merit badge to be earned, or a young adult in Exploring elects to join a post because of its career specialist, each is engaging in career education..."

IV-5 (INCREASES OPTIONS THROUGH COMMUNITY ORGANIZATIONS)

Many different organizations support career education and offer valuable assistance and resources to implement it. For their efforts, they receive publicity and develop interest in their work and workers.

THE NATIONAL PARENT TEACHER'S ASSOCIATION has prepared a brochure, tape, and film strip which promote career education. The tape points out that the immediate environment and mass media expose only a small portion of the 450 major job categories and 32,000 specific jobs in the United States today.

THE CHAMBER OF COMMERCE OF THE UNITED STATES says, "Career Education complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life - a man's or woman's work. Education and work are artificially separated today, but they were not so in the past and should not be so in the future."

THE AFL-CIO says of career education: "Organized labor is giving full support to this concept. ... If you want labor's support at the local level, bring labor in at the very start through the Central Labor Council or the local plant bargaining unit."

THE UNITED AUTO WORKERS, in endorsing career education, cites its expectations that career education will "create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation."

WESTERN ELECTRIC, GENERAL ELECTRIC, CHRYSLER, NEW YORK LIFE, EQUITABLE INSURANCE, AND GENERAL MOTORS are among the many industries that have adopted policy statements supporting the concept of career education.

GOVERNMENT support has been established with the creation of the Office of Career Education in 1974 and the foundation of the National Advisory Council for Career Education.

Many communities have organized career education advisory councils. These councils often include representatives of business, labor, industry, professional organizations, government, and education. The roles of advisory councils may vary, but they generally provide assistance and support in areas such as:

Staff Development and Inservice Training

Curriculum Development

Career Guidance

Job and Educational Placement

Career Exploration and Work Experience

IV-6 (DEVELOPS GUIDELINES FOR SCHOOL PERSONNEL)

Identifying and using community resources has many challenges and rewards. Begin building a list of resources with school personnel, most of whom have had other occupations during their lives. Then increase the range of your search by involving parents through the P.T.A.

In compiling information on community organizations, you should include the type of organization, its purposes, a contact person, speakers and materials available. Also note any restrictions on trips, such as, desirable times, appropriate age levels, and number of persons that can be accommodated.

IV-7 ("TURNS THE KEY" FOR THE INVOLVEMENT OF PARENTS, YOUTH, AND COMMUNITY GROUPS)

The purposes of field trips and speakers must be clear to everyone concerned. It should be relevant to the curriculum and include the follow-up and evaluation.

Requests to an organization or group should be specific. Characterize your students, suggesting appropriate activities, and communicate your expectations of the resource person.

Prepare students to participate in a field trip, listen to a speaker, and be considerate of the resource person's time and facilities. Remember to express appreciation and insure a welcome return.

REFERENCES FOR MODULE IV
RESOURCES FROM THE HOME AND COMMUNITY

1. A Guide for Planning, Implementing, and Evaluating School-Community Career Resource Centers. Maryland State Department of Education, 1978.

2. Carey, E. Niel; Marshall, Howard E.; Miller, Lawrence; and Posin, Carol. "Community-School Collaboration in Career Education," Journal of Career Education, 4, 1, 1977.

3. D'Lugin, Victor and others. Career Education Community Resource Guide. State Project to Implement Career Education. New York, New York, 1973.

4. How To Help Your Child Select a Career. Brochure from the National Parent Teacher's Association. (Copies can be obtained from National PTA, 700 North Rush Street, Chicago, Illinois, 60611) Filmstrip/cassette presentation in color "Not Everyone Can Be An Astronaut" is available from each state PTA office or can be bought for $10.00 from the National Association for Industry-Education Cooperative, 235 Hendricks Building, Buffalo, New York, 14226.

5. Hoyt, Kenneth B. Community Resources for Career Education. Monograph, United States Office of Education, 1976.

6. Hylton, V. Wendell, and others. Career Education: The Role of School Related Youth Groups and Voluntary Organizations, National Institutes of Education, 1977.

7. Peterson, Marla, and Arthur, Patrick. "Resources on Relationships between Business, Industry, and Career Education," Journal of Career Education, 4, 3, 1978.

8. Schulman, Mark, and Hensley, Gene. Two Studies on the Role of Business and Industry and Labor Participation in Career Education. Prepared for the National Advisory Council for Career Education. United States Office of Education, 1977.

9. United Auto Workers Career Education Statement. Position Paper, January, 1976.

10. Wirtz, Willard. The Boundless Resource. National Manpower Institute. New Republic Book Co., 1975.

Enclosure: "Advisory Council Guidelines"

FOLLOW-UP ACTIVITIES

MODULE IV: RESOURCES FROM THE HOME AND COMMUNITY

1. List the community resources you have used, the purposes for which you used them, and how effective they were in fulfilling those purposes. (These may be combined with other staff members into a department or school listing.)

2. Make a bulletin board showing the various industries or major places of employment in the community. Indicate those places which individual students and their parents may visit.

3. Invite representatives from youth groups, such as, Scouts, 4-H, VICA, to your class to describe their organization's contributions to career education.

CAREER AND COMMUNITY BASED EDUCATION

ADVISORY COUNCIL GUIDELINES

(Taken from Experience Site Analysis Manuel,
AEL, Charleston, W. Va, 1976)

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Office of Equal Opportunity.

General Curriculum Branch, Division of Instruction, Maryland State Department of Education

Box 8717, BWI Airport Baltimore, MD 21240

MEETING RULES OF THE COMMUNITY ADVISORY COUNCIL OF THE EXPERIENCE BASED CAREER EDUCATION PROGRAM OF APPALACHIA EDUCATIONAL LABORATORY, INC.

ARTICLE I - NAME

SECTION 1. Name. The name of this organization shall be referred to as the Community Advisory Council for the Experience Based Career Education Program of the Appalachia Educational Laboratory, Inc., hereafter referred to as the "Council".

ARTICLE II - OBJECTS

The objects of the Council are:

SECTION 1. To unite those individuals and representatives of business, labor, education, government, and all branches of commerce who are interested and profess to follow a standard to improve career education.

SECTION 2. To promote and maintain high standards of education for students.

SECTION 3. To provide a unified form of guidance and to assist the staff of the Experience Based Career Education Program of Appalachia Educational Laboratory, Inc.

SECTION 4. To interact and assist in furtherance of the goals of the Experience Based Career Education Program.

ARTICLE III - JURISDICTION

SECTION 1. The jurisdiction of the Council shall be to guide, consult, and make recommendations to the staff of the Experience Based Career Education Program of the Appalachia Educational Laboratory, Inc.

ARTICLE IV - MEMBERSHIP

SECTION 1. Membership on the Council shall be from individuals, special interest groups, and various classes who profess and uphold the ideals and objectives set forth by the National Institute of Education, Appalachia Educational Laboratory, Inc., and other members of the Council.

ARTICLE V - QUALIFICATION AND ELECTIONS

SECTION 1. Qualification. A Council member shall obtain and retain membership based upon satisfactory evidence that he or she is continually interested in the objectives of the Experience-Based Career Education Program, that he or she shall genuinely participate both through attendance and through other sources to assist the staff of Appalachia Educational Laboratory, Inc., and to engage in conduct which is beneficial for the program.

- Once Task Force groups have been appointed, allow half the meeting time for division into those groups and Task Force business.
- Encourage each Task Force Chairman to prepare an agenda for group discussion.
- Follow up members' absenteeism/presence at Council functions and meeting with courteous written communications.
- Promote a spirit of cooperation both within the Advisory Council and between it and the total EBCE program.

ARTICLE VIII - MEETINGS

SECTION 1. The annual meeting of the Council shall be held during September of each year. The date, the place, and the hour will be designated by the Council.

SECTION 2. Meetings of Council. The Council meetings, time and place shall be held at such times as the President, his designate, or Council members may designate.

SECTION 3. Notice of Meetings. Notice of meetings shall be given to each Council member at least one week preceding all meetings.

SECTION 4. Quorum. A quorum for the transaction of business shall consist of seven (7) Council members.

ARTICLE IX - COMMITTEES

SECTION 1. The President shall appoint, subject to the confirmation of the Council members, such committees as he may deem necessary.

SECTION 2. Organization. All committees shall be of such size and shall have such duties, functions and powers as may be assigned to them by the President or by the Council, except as otherwise provided in these rules.

ARTICLE X - RULES OF ORDER

SECTION 1. Robert's Rules of Order, latest edition, shall be recognized as the authority governing the meetings of the Council, its Council members and committees, and in all instances wherein its provisions do not conflict with these rules.

ARTICLE XI - AMENDMENTS

SECTION 1. These rules may be amended by a majority vote of the active members present at any meeting at which a quorum is present. There shall be no mandatory notice on the agenda for this article.

ARTICLE XII - ABSENCES

SECTION 1. In the event that the President shall be absent from a meeting then the Secretary-Treasurer shall stand in the President's place and shall be responsible for the conduct of the meeting. In the event that the President and the Secretary-Treasurer are both absent from the called meeting then the majority of those present shall elect a temporary chairman for the purpose of the conducting of said meeting. However, if the President has designated a person, in writing, prior to the meeting then the quorum present shall not elect a temporary chairman and the designate of the President shall have the title of the temporary chairman.

SECTION 2. The procedure for election to the Council membership shall be as follows:

(a) The then present membership of the Council shall by majority vote approve the individual.

(b) The program director may appoint a Council member at his or her discretion.

ARTICLE VI - PRIVILEGES AND OBLIGATIONS

SECTION 1. The privileges and obligations of the Council members, in addition to those already expressed, shall be to conform to the by-laws and administrative policy of the Appalachia Educational Laboratory, Inc., a copy of which will be available upon request by any Council member.

ARTICLE VII - OFFICERS

SECTION 1. (a) The elective officers of the Council shall be a president and a secretary-treasurer. The secretary-treasurer shall be the same person. They shall be elected for a term of one (1) year.

(b) There shall be one or more liaison person(s), who is a full-time employee of the Experience Based Career Education Program staff, appointed by the Program Director, who shall interact and assist the elected officers and Council members.

SECTION 2. Duties of the Officers. The duties of the officers shall be such as their titles, by general usage, would indicate and such as may be assigned to them by the Council.

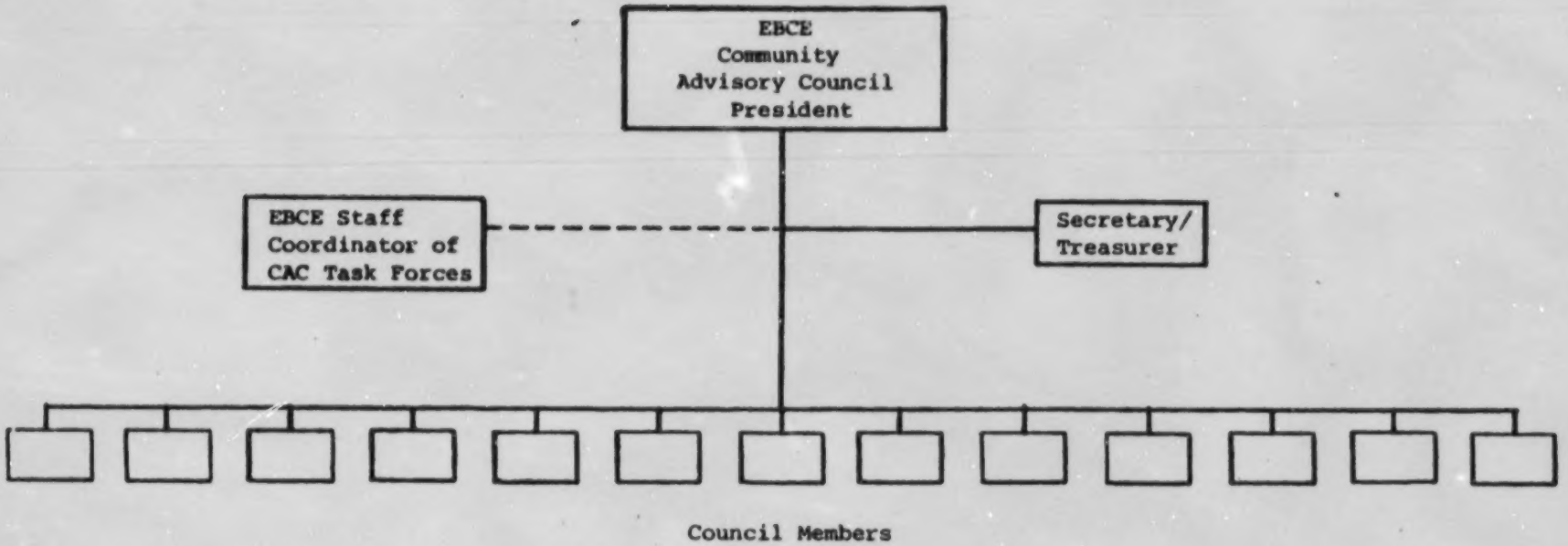
SECTION 3. Election of Officers. The annual election of officers shall be preceded at least ten (10) days by a report from the nominating committee of three members who shall be appointed by the President with the approval of the Council. The nominating committee shall nominate one or more candidates for each office. The report of the nominating committee shall be made before the election of officers. Additional candidates for the office to be filled may be placed in nomination from the floor at this same meeting.

(a) The election of officers shall take place at the annual meeting. Election shall be by ballot and votes may be cast in person or by proxy. The ballot shall contain the names of all candidates and the offices for which they are nominated.

(b) President, with the approval of the Council, shall appoint an election committee of three (3) Council members to conduct the election. In case of a tie vote, the issue shall be determined by lot.

SECTION 4. Vacancies. Vacancies among the officers shall be filled by the Council members until the next annual election.

REFERENCE CHART FOR EBCE
COMMUNITY ADVISORY COUNCIL
ORGANIZATION



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Note: This organizational chart is provided for reference purposes only. The EBCE Community Advisory Council is free to organize its resources and talent in any manner it believes will best fulfill its mandate.

Task Forces (Typical)

- Instructional Program Validation and Improvement
- Expansion of Employer Site Utilization
- Program Evaluation Issues
- Field Test Planning for September 1974
- Alternative Funding Sources Study
- Translating EBCE Activities into School Credits

Sample Agenda

EXPERIENCE-BASED CAREER EDUCATION PROGRAM

COMMUNITY ADVISORY COUNCIL MEETING

6:45 Business meeting begins.

1. President of Community Advisory Council, presiding

   A. Opening Remarks (by President of CAC)

   B. Minutes from last meeting read and approved

   C. New Business introduced for discussion

2. Remarks by EBCE Director -- Overview and update information on program.

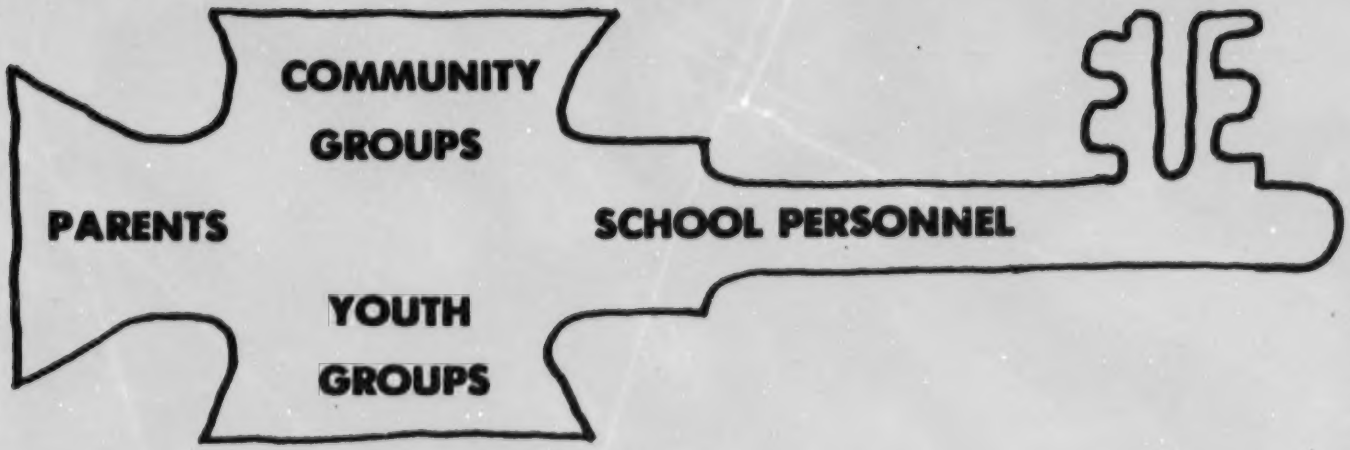
3. EBCE staff give individual unit reports of program development.

4. Task Force reports and meetings (small groups)

5. Closing remarks and setting of tentative date for next meeting.

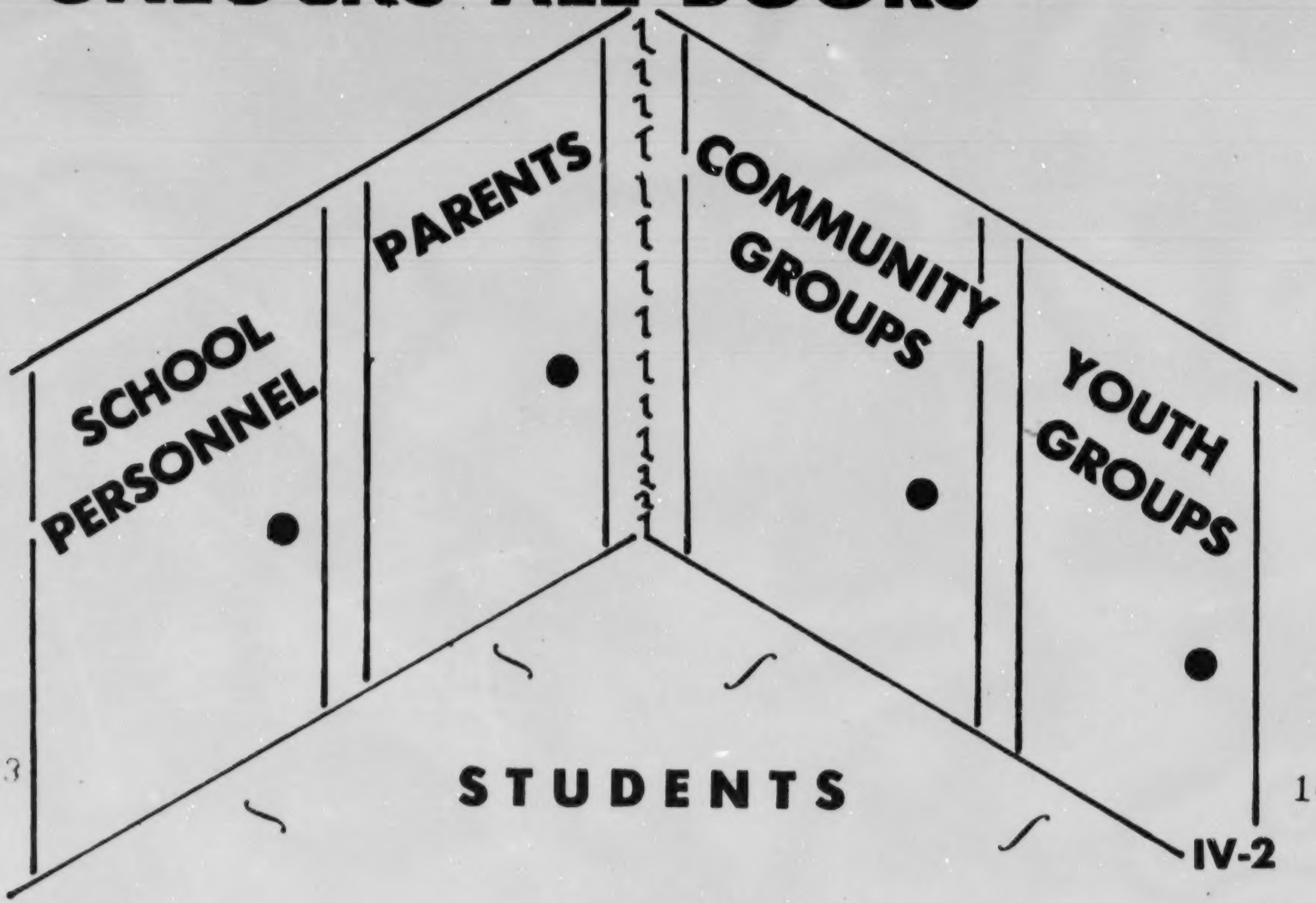
8:30 6. Adjournment

RESOURCES FROM THE HOME AND COMMUNITY



THE "KEY" TO CAREER SUCCESS OF STUDENTS

UNLOCKS ALL DOORS



ENCOURAGES PARTNERSHIP WITH PARENTS

PARENTS "MODELS" IN

- WORK ROLES
- WORK VALUES
- LIFE-CAREER PLANNING

PARENTS "MOLDERS" OF

- CAREER ASPIRATIONS
- SCHOOL-WORK RELATIONSHIPS
- WORK ATTITUDES
- WORK EXPERIENCE

FORMS LOGICAL LINKS WITH YOUTH GROUPS

IN-SCHOOL

FUTURE FARMERS OF AMERICA

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

FUTURE BUSINESS LEADERS OF AMERICA

OFFICE EDUCATION ASSOCIATION

OUT-OF-SCHOOL

4-H CLUBS OF EXTENSION SERVICE

GIRLS CLUBS OF AMERICA

BOYS CLUBS OF AMERICA

JUNIOR ACHIEVEMENT

RED CROSS YOUTH SERVICE

GIRL SCOUTS USA

BOY SCOUTS AND EXPLORERS USA

INCREASES OPTIONS THROUGH COMMUNITY ORGANIZATIONS

PARENT-TEACHER ASSOCIATION

CHAMBER OF COMMERCE

LABOR UNIONS

INDUSTRY

GOVERNMENT

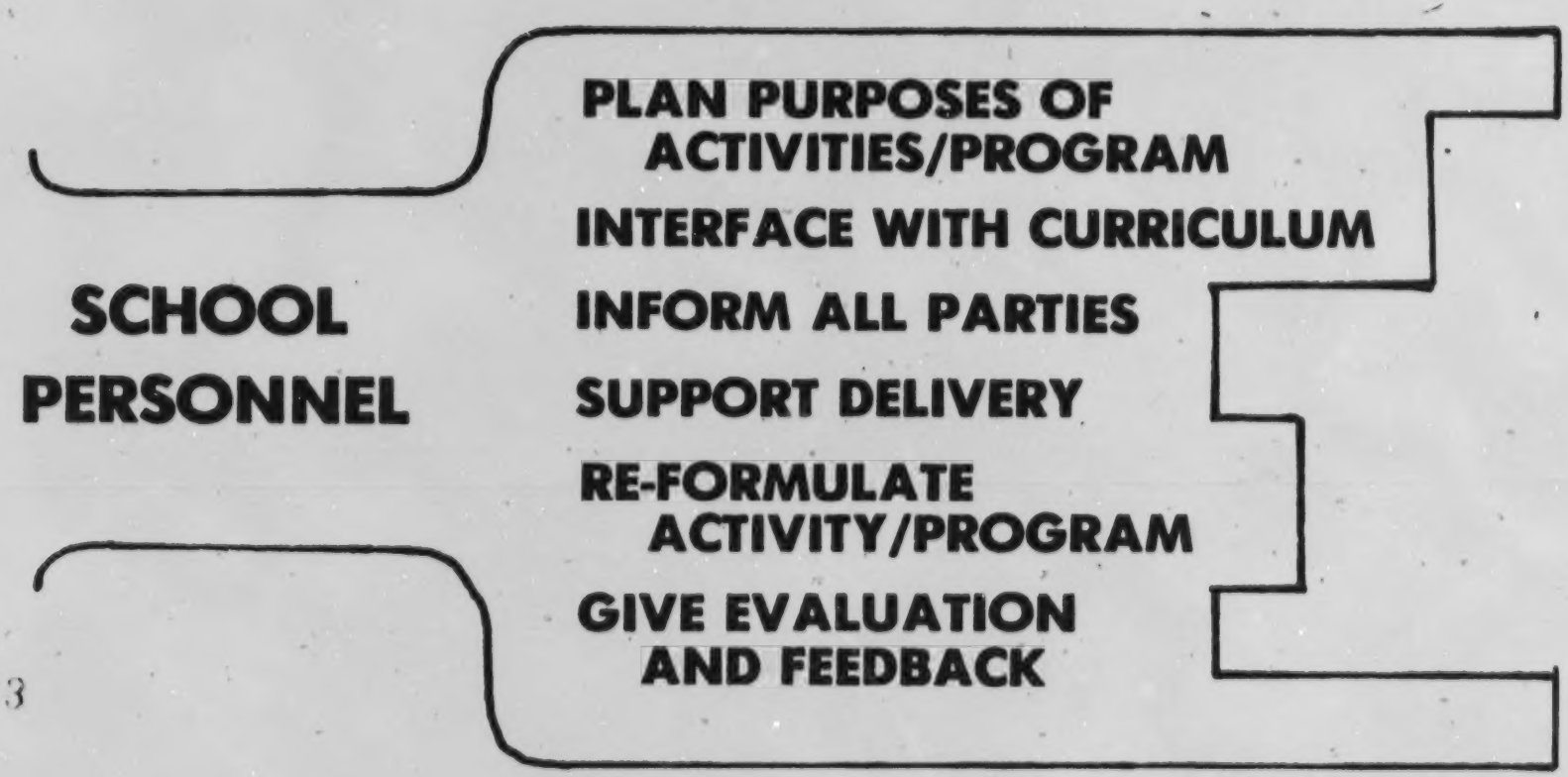
CAREER ADVISORY COUNCILS

DEVELOPS GUIDELINES FOR SCHOOL PERSONNEL

TO IDENTIFY AND UTILIZE HOME AND COMMUNITY RESOURCES

- TYPE OF ORGANIZATION
- PURPOSES OF ORGANIZATION
- NAME OF CONTACT PERSON
- SPEAKERS AND MATERIALS AVAILABLE
- DESIRABLE TIMES
- NUMBERS OF PERSONS ACCOMMODATED
- APPROPRIATE AGE LEVELS
- OTHER RESTRICTIONS

"TURNS THE KEY" FOR INVOLVEMENT



CAREER EDUCATION

INSERVICE TRAINING PACKAGE

MODULE V - ELIMINATING BIAS IN CAREER DEVELOPMENT

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MODULE V
ELIMINATING BIAS IN CAREER DEVELOPMENT

Purpose:

This module points out the effects of bias, lists helps for recognizing, rejecting, and re-educating, and encourages individual commitment to eliminate bias in career development.

V-1 (BIAS IN CAREER DEVELOPMENT)

Bias is a form of discrimination which appears as partiality or prejudice.

Everyone -- teacher, counselor, administrator, parents, employer -- has a stake in eliminating bias which results in occupational stereotyping and restricts career development.

V-2 (DEAD ENDS DEVELOPMENT)

Bias may be applied to any human characteristic. At present we think of bias in terms of sex (female), race (minorities), and handicapping condition (physical, mental, economic).

However, bias can be applied to anyone about almost anything.

V-3 (SUCCUMBS TO THE THREE R'S: RECOGNIZE, REJECT, RE-EDUCATE)

Bias may exist in subtle or blatant forms in all kinds of institutions. It is usually denied by institutional representatives, but its effects are none-the-less visible.

V-4 (RECOGNIZE BIAS IN)

INSTITUTIONS: Request clarification of requirements for admission, graduation, employment, and advancement. Undefined criteria leave lots of room for bias.

MATERIALS: Critically examine and evaluate everything you use. Revise, refuse to use, or point out curriculum or guidance materials which stereotype persons in occupations.

LANGUAGE: Develop an awareness of your own and others' assumptions and pronouns in discussing careers. Are all physicians "he" and all nurses "she" as you speak? Do you presume that certain occupations should never be considered by certain persons? Why or why not?

V-5 (REJECT)

Effects of bias limit the development of self-esteem. The earlier in a person's life that barriers to thinking about career choices are removed, the better informed those choices can be.

The elimination of bias has been promoted by the following laws:

Title VII of the Civil Rights Act of 1964 which prohibits discrimination in employment on the basis of race, color, religion, sex, or national

origin.

Title IX of the Educational Amendments of 1972 prohibits educational institutions receiving federal funds to discriminate on the basis of sex.

The Rehabilitation Act of 1973 makes it illegal to dsicriminate against a physically or mentally handicapped person for non-job related reasons.

Public Law 94-142 provides for the least restrictive environment in the education of handicapped children and requires individualized educational plans for them.

V-6 (RE-EDUCATE)

OURSELVES: Teachers, counselors, and administrators should become acquainted with projects that foster non-biased career development. Project S.P.I.C.E. - Special Partnership in Career Education focuses on making educable mentally handicapped and non-handicapped students aware of career opportunities. The Born Free project being developed has as its goal the removal of all stereotypes in the exploration of careers.

PARENTS: Help enlarge their knowledge of diverse careers and expand career aspirations for their children.

EMPLOYERS: Encourage the development of objective descriptions of skills and attitudes necessary for occupations. Promote explicit measures for use in career advancement.

STUDENTS: Feature persons who overcame obstacles and succeeded in a traditional or non-traditional career. Invite them as speakers; take students to visit them in job situations; construct bulletin boards or other media forms to honor them.

Wherever possible, raise students' awareness of career opportunities.

V-7 (BIAS IS NO JOKE!)

Bias occurs daily to many people. Removal of architectural barriers has provided access to many work places previously beyond the consideration of physically handicapped persons, but many "invisible" barriers remain.

A steady increase in the number of women workers, especially married women, and a growing participation of women in non-traditional careers have received wide recognition and support is needed.

Continued high unemployment among minority youth cries out for relief. Gains in a few areas have been offset by losses elsewhere.

V-8 (CONTRIBUTE TO CAREER DEVELOPMENT NOW)

The insidious effects of bias result in distortion and elimination of career possibilities often before persons consider careers. When expressing your part in career education, attention to the reduction of bias and stereotyping is crucial.

REFERENCES FOR MODULE V

ELIMINATING BIAS IN CAREER DEVELOPMENT

1. Birk, Janice M. Providing Life/Career Planning for Women and Girls. American Institute for Research. U.S. Office of Education, Washington, D.C., 1976.

2. Council for Exceptional Children Position Statement on Career Education. Council for Exceptional Children, Reston, Virginia.

3. Hansen, L. Sunny, and Keirleber, Dennis L. "Born Free: A Collaborative Consultation Model for Career Development and Sex Role Stereotyping," Personnel and Guidance Journal, 56, 7, 1978.

4. Jackson, Roberta. Career Education and Minorities. Monograph. United States Office of Education, 1977.

5. Langsdorf, Michael and Gibboney, Richard A. The Career Intern Program: An Experiment in Career Education that Worked. National Institutes of Education. Washington, D.C.

6. Peterson, Marla and Vetter, Louise. Sex Fairness in Career Education. National Institute of Education, 1977.

7. Smith, Amanda. New Pioneers: The North Carolina Program to Expand Sex Roles in Elementary and Secondary Education. United States Office of Education, 1978.

8. "Successful Disabled Persons," President's Committee on Employment of the Handicapped, 1977.

9. Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. R & D Series No. 129, Center for Vocational Education, Ohio State University, 1978.

10. United States Department of Labor, Women's Bureau, The Myth and the Reality. Washington, D.C. U.S. Department of Labor, Employment Standards Administration, 1974.

11. A Chance To Be - a 30 minute film which addresses the issue of education as preparation for work with particular focus on the needs and programs for women, minorities, the handicapped, and gifted and talented. Film can be borrowed from Maryland State Department of Education or bought or borrowed from: WNVT - Channel 53/14, 8325 Little River Turnpike, Annandale, Virginia 22003.

12. Project Equality. Educational Testing Service

Enclosures:

MSDE. Evaluating Career Education Materials for Racist and Sexist Stereotypes.

U.S. Department of Labor. The Myth and the Reality.

FOLLOW-UP ACTIVITIES

MODULE V: ELIMINATING BIAS AND STEREOTYPES IN CAREER DEVELOPMENT

1. Analyze a chapter or a unit in a text or other instructional material you use with respect to:

   (a) the presence or absence of persons of different sex, race, age, ir handicap

   (b) the roles typically assigned to the persons portrayed, e.g., doer/watcher, hero/villain, leader/follower, etc.

2. Outline a lesson or program related to your content area that you could employ to reduce bias or stereotyping. If possible, involve a parent or other community member in the process.

3. Invite to your class persons who are working in non-traditional areas to discuss their work and the preparation or training needed.

CAREER AND COMMUNITY BASED EDUCATION

EVALUATING CAREER EDUCATION MATERIALS
FOR RACIST AND SEXIST STEREOTYPES

(Taken from MSDE Career Education Resource Notebook)

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Office of Equal Opportunity.

General Curriculum Branch, Division of Instruction, Maryland State Department of Education

Box 8717, BWI Airport Baltimore, MD 21240

EVALUATING CAREER EDUCATION MATERIALS FOR RACIST AND SEXIST STEREOTYPES

Stereotypes may be found to varying degrees in many of the materials used in classrooms. The intent of career education is to do away with racist and sexist stereotypes in order to open new horizons and new options to students. As a guide to evaluating textbooks and other materials, we offer the following article from Educational Leadership, November, 1973. This article has been reprinted with the permission of the Association for Supervision and Curriculum Development and the author, Max Rosenberg.

Editor's Preface

The statement "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials" is a revision and refinement of a paper published two years ago by the Michigan ASCD. Its major new element is a clear recognition that women as well as racial-ethnic minorities must now receive what they have both been so long denied - equal educational opportunities, as reflected in fair treatment in curriculum and instructional materials, and also in other dimensions of school and community life.

The statement of criteria was written by Max Rosenberg of the Detroit Public Schools, who served several years as chairman of the Equal Educational Opportunities Task Force of MASCD. Dr. Rosenberg has recently been appointed by the ASCD Executive Council to head a special ASCD Working Group on Bias in Instructional Materials.

The original statement of criteria received very wide attention from school systems and colleges across the country. Thousands of copies were requested and purchased, and numerous reprints were authorized. The statement was reprinted in Audio-Visual Instruction. Articles and reports about it were printed in the Spotlight of the National Association of Secondary School Principals, in NEA NOW, and in Educational Leadership.

Large numbers of textbooks in current use in American public schools do not meet the essential needs of our children and youth. As educators, we - you and I - must change this intolerable situation. We must play an active role to assure that the textbooks used in our schools do meet the needs of students in a pluralistic, democratic society.

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The statement of criteria, with its pointed guidelines, can serve as a useful tool in the process of evaluating textbooks and other learning materials. It has proved to be very helpful to many teachers, supervisors, administrators, and to board of education members and other interested citizens.

You, too, can make good and effective use of the criteria. Evaluate the books that you use now in your classrooms, in your school, in your school district; reject and demand replacement for those which do not meet the test! Before you approve and purchase any new learning materials, carefully examine and evaluate them to make sure that they do meet high standards both in subject area content and in their fair and accurate and balanced treatment of women and minority groups.

Evaluate Your Textbooks for Racism, Sexism!
by Max Rosenberg

Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection, and use of the finest learning materials that our writers and artists are capable of creating for the education of all our children - male and female, black and white, rich and poor, rural and urban and suburban, Catholic and Protestant and Jewish, Indian and Oriental, and Spanish-speaking - all of our children without exception.

Textbooks and other instructional materials are vitally important to learners and their learning. These materials are relevant to the students' life experiences, or they are not. These materials give the students the clear feeling that this education is intended for them, or it is not. These materials make the students aware that they are part of the mainstream of American education and American life, or that they are not. Curriculum materials profoundly affect learners and their learning - in the way they view themselves and their social groups; in the way they think about their roles and

future, and about the society and its future; in the way they are motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

	Yes	No
1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	☐	☐
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	☐	☐
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	☐	☐
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	☐	☐
5. Depict both male and female adult members of minority groups		

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	Yes	No
in situations which exhibit them as fine and worthy models to emulate?	☐	☐
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	☐	☐
7. Make clearly apparent the group representation of individuals - Caucasian, Afro-American, Indian, Chinese, Mexican-American, etc. - and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	☐	☐
8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups - in art and science, in history and mathematics and literature, and in all other areas of life and culture?	☐	☐
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	☐	☐
10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images - mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	☐	☐
11. Present social group differences in ways that will cause students to look upon the multicultural character of our nation as a value which we must esteem and treasure?	☐	☐
12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	☐	☐

	Yes	No
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socio-economic background?	☐	☐
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	☐	☐
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	☐	☐
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	☐	☐
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	☐	☐
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?	☐	☐
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy - to demand freedom and justice and equal opportunity for every individual and for every group?	☐	☐
20. Help minority group (as well as majority group) students		

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	Yes	No
to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies?	☐	☐

This author's criteria are not in effect a rating scale. You may, however, want to judge your present learning materials by these criteria. Unless you are able to answer "Yes" to all of these questions, you may feel there is room for improvement - or even a need to select new textbooks and other instructional materials.

The Myth and the Reality*

Male Workers More-Equal Than Female Workers? No! All Workers Are Equal!

The Myth	The Reality
1. A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't *seriously* attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000 — incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net difference for men and women is generally small. The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.
5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses. In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

The Myth	The Reality
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better then their predecessors.
Additional Information	
10. Housewives are happy women.	Wives are sixty times more likely to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and absenteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

*Numbers 1 thru 9 furnished by U.S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D.C. 20210. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 10 cents - Stock Number 2902-0041.

REVIEW

INSERVICE-TRAINING MATERIALS

CASHMERE, WASHINGTON

A REVIEW OF CASHMERE, WASHINGTON, INSERVICE-TRAINING MATERIALS

During 1979, under a grant from the United State Office of Education, The Cashmere School District, Cashmere, Washington, developed a training model to assist educators to plan and conduct inservice sessions for teachers, administrators, and members of the community. Nine training modules were developed:

Module A: Planning, Conducting, and Evaluation Career Education Workshops

Module B: Introduction and Orientation to Career Education

Module C: Career Education Curriculum Development

Module D: Involving the Community: Interaction Between the World of Work and the World of Education

Module E: Recognizing and Reducing Sex, Race, and Ethnic Bias in Behavior and Instructional Materials

Module F: Constructing Career Education Games, Bulletin Boards, and Activity Kits

Module G: Establishing a Student Career Education Resource Center

Module H: Evaluating Career Education Programs, Student Objectives, and Materials

Module I: Implementing a K-12 Comprehensive Career Education Program

Though the materials were developed for rural areas, they have been found helpful in a variety of settings. Because much of the material is directly related to the modules in the Maryland Career Education Inservice Training Package, a review of their contents and their relation to the Maryland package was undertaken. Each of the Cashmere modules contains: (1) an instructional plan with objectives, procedures, resources and evaluation ideas; (2) handout masters; (3) transparency masters; (4) resource material; and (5) bibliography.

The review of these materials focuses on the content so that potential users themselves can judge appropriateness to their needs.

The Cashmere modules are available, at approximately $45.00 for the complete set or at $9.00 a single module. Inquiries should be directed to:

Bernadette Griffin, Project Director
Career Education Project
Cashmere School District
210 S. Division Street
Cashmere, Washington 98815

MODULE A: PLANNING, CONDUCTING, AND EVALUATING CAREER EDUCATION WORKSHOPS

This module is intended for trainer use only. This module includes:

- Pre-post test of knowledge and skills in career education
- Several workshop evaluation forms
- Learning session evaluation form
- Individual presenter evaluation form
- Checklist for planning staff development workshops
- Outlines for determining focus of workshop--why, for whom, by whom, when, where, and how
- Sample agendas for workshops of different durations
- Checklist of materials and resources
- Guidelines for effective inservice in career education
- Workshop planning sheet
- Pre-planning guide
- Sample brochure for workshop
- Guide for conducting workshops
- Guidelines for opening session
- Get acquainted warm-up activities
- Getting to know each other - suggested format
- Group icebreakers
- Suggestions for leaders of "cold" groups, "sleepy" groups, etc.
- Checklist of post-workshop activities
- Bibliography

RELATION TO MARYLAND INSERVICE PACKAGE: Contains materials that precede use of Maryland package.

MODULE B: INTRODUCTION AND ORIENTATION TO CAREER EDUCATION

This module is intended for use with administrators, community persons, service groups, school board members, local instructional staff, and support personnel. This module provides:

- A glossary of terms in career education
- Distinctions among career development, career education, and career guidance
- A 23-item test concerning knowledge of career education which could be used pre-post in a workshop
- Descriptions of importance of occupations in life
- Reasons why career education was initiated
- Lists of career education elements and related learner outcomes
- Most commonly asked questions regarding career education and their answers
- Dr. Kenneth Hoyt's "Primer for Career Education"
- Bibliography

RELATION TO MARYLAND INSERVICE PACKAGE: A direct supplement to Module 1: INTRODUCTION TO CAREER EDUCATION

MODULE C: CAREER EDUCATION CURRICULUM DEVELOPMENT

This module is intended for use with all educators, particularly classroom teachers, curriculum coordinators and guidance personnel. It stresses the process of curriculum development and refers to the need for resources to make "things happen" in career education. This module provides:

- A discussion of curriculum, rationale for infusion, and a distinction between add-on and infused activities
- Illustrations of 15 career clusters with a game matching occupations to clusters
- Numerous teaching/learning techniques and their applications in career education
- Suggested career education activities in a 55 item "Have you ever...?" with such items as "Discussed or researched new occupations, such as holography, aquaculture, or robotology?" or "Talked about the meaning of a lay-off?" (No grade level grouping)
- A "Potpourri of Career Education Activities" grouped, K-12
- Several sample lesson units with defined goals and objectives
- A discussion of leisure activities and their career relatedness
- A fourth grade science unit
- A seventh grade math unit
- Barbara Preli's monograph, Career Education and the Teaching/Learning Process, a teacher's reaction and guide to career education
- Life roles related to history
- Life styles and values related to English
- A detailed presentation of teaching techniques from "Brainstorming" to "Use of resource persons"
- A research copy of an assessment checklist for career education curriculum materials
- Bibliography

RELATION TO MARYLAND INSERVICE PACKAGE: Supplements Module II: CURRICULUM INFUSION OF CAREER EDUCATION

MODULE D: INVOLVING THE COMMUNITY: INTERACTION BETWEEN THE WORLD OF WORK AND THE WORLD OF EDUCATION

This module is addressed to educators, parents, and community groups. This module includes:

- Obstacles and aids to implementing career education in rural areas
- Rationale for using community resources, benefits to the community, and an evaluation of educators' roles
- sample forms for surveying individual and organizational resources
- Using "chemistry" as an example, supplies a guide for exploring how:
  - (1) school subjects and skills relate to a career field,
  - (2) leisure time activities relate to a career field,
  - (3) the community can be surveyed for these "skills at work"
  - (4) organizations can be contacted for additional information

MODULE D (cont.)

A sample page from a teacher's guide to community resources
Section on resource persons--What you do is what you get," addresses problems and solutions in using resource persons
Sample evaluation forms for teacher, resource person, and student use to follow a visitor presentation
Material on field trip preparation: detailed (18 page) explanation of ten creative ways to log explorations
List of ideas for parental involvement
For resource persons, there are descriptions of student characteristics for the K-6, 7-9, and 10-12 groups and topics of interest related to those levels
Practical speakers' guide
Bibliography which includes a slide tape from Cashmere on "How to Involve the Community"

RELATION TO MARYLAND INSERVICE PACKAGE:

Relates directly to Module IV: INVOLVING THE COMMUNITY, and could be used to supplement Module II on CURRICULUM, and Module II on GUIDANCE, especially as related to use of community resource persons

MODULE E: RECOGNIZING AND REDUCING SEX, RACE, AND ETHNIC BIAS IN BEHAVIOR AND INSTRUCTIONAL MATERIALS

This module is intended for use with educators, parents, and concerned others. This module includes:

"Startling Statistics" which refer primarily to sex bias but also include race bias
Definitions of bias by exclusion, stereotyping, imbalance, and unreality
Guides for assessing sex bias in teacher behaviors, classroom and textbook characteristics, and instructional techniques
A checklist for measuring "Classroom Equality Quotient," addressing sexual and racial bias
Definitions and examples of discriminatory, biased, fair, and affirmative behavior
Worksheet to assess bias in instructional materials
Evidence of bias in career education materials designed for students and for teachers
A language activity to demonstrate sexism
Instructions on how to do "Consciousness-raising with whatever materials you have on hand"
An overview of U.S. history books containing exclusions and stereotypes
"Bias by design" - explains the culturally effects of biased instructional materials
Bibliography refers to a number of films as well as printed materials

RELATION TO MARYLAND INSERVICE PACKAGE:

Related directly to Module V: ELIMINATING BIAS IN CAREER DEVELOPMENT. Relevant also to Module II on CURRICULUM and to Module III on GUIDANCE

MODULE F: CONSTRUCTING CAREER EDUCATION GAMES, BULLETIN BOARDS, AND ACTIVITY KITS

This module is designed for teachers and for persons doing inservice with teachers. This module provides:

- Basic Game Preparation instruction
- "Concentration" for grades 4-8
- "Co-operation" game
- Word Hunt--relates the study of mathematics, foreign language, etc. to finding careers
- A "Career Concentration" game with the objective of developing awareness of tools and technology and increasing visual memory
- "Which Came First" - an exercise to help students become aware of the decreased demand for some careers
- "Twenty Questions" - using occupational titles
- "Cluster Rummy" - using cards to become aware of the inter-relatedness of occupations
- Game involving work habits and attitudes for 7th and 8th grades
- Descriptions of six types of bulletin boards
- Ways to illustrate parental occupations
- Instructions for developing a "Shoe Box" kit or a "hands-on" experience

RELATION TO MARYLAND INSERVICE TRAINING PACKAGE:

Complements Module II: CURRICULUM INFUSION OF CAREER EDUCATION

* * * *

MODULE G: ESTABLISHING A STUDENT CAREER EDUCATION RESOURCE CENTER

This module is directed toward media specialists and guidance personnel. This module includes:

- Identification of various types of resources: human (persons), community, (places), and materials (things)
- Ideas on the use of a career center
- A list of 36 best-seller books that are career related, e.g., Airport, by Hailey
- A selection criteria checklist
- A career pamphlet sample with more than 1000 subject headings (applicable to bulletin boards elsewhere)
- Classification system of the U.S. Office of Education for use in a career education library
- Sample catalogue card for a career education library
- Extensive (48 page) bibliography of free career resource materials
- Bibliography

RELATION TO MARYLAND INSERVICE TRAINING PACKAGE:

A direct supplement to Module III: CAREER GUIDANCE

MODULE H: EVALUATING CAREER EDUCATION PROGRAMS, STUDENT OBJECTIVES, AND MATERIALS

This module is designed for workshop leaders and inservice coordinators. This module contains:

- Examples of different types of objectives, stimuli, and methods of assessment
- Enumeration of key steps in the evaluation process
- Descriptions of some knowledge and some skill objectives
- Distinction between "tendencies" and "abilities"
- Forms for career education program materials evaluation
- Monograph by Dr. Kenneth Hoyt on "Perspectives on the Problem of Evaluation in Career Education"
- A teacher's taxonomy of learning objectives with guides for assessment
- Many pages of sample assessment instruments for career education materials for grade levels K, 1, 6, and 12, as obtained from the Office of Public Instruction in Helena, Montana
- Bibliography

RELATION TO MARYLAND INSERVICE TRAINING PACKAGE:

No direct relation to modules. Directs attention to including evaluation in career education programs.

MODULE I: IMPLEMENTING A K-12 COMPREHENSIVE CAREER EDUCATION PROGRAM

This module is addressed to educators, school board members, community persons, local service organizations, and parents. This module includes:

- Purposes of an advisory committee
- Guidelines for local education agencies
- A planning process chart with steps for implementing career education
- Five assessment instruments for staff:
  - A career competency staff survey
  - A 50 item inventory of basic understandings relating to career education
  - Inventory of attitudes toward inservice
  - Self-evaluation inventory for teachers in various grade levels
  - Staff needs assessment survey
- Student needs assessment survey
- Public relations ideas
- Fourth grade pre and post test on "What physical therapists do" and "What pharmacists do" - to demonstrate impact of intervention of career education
- Bibliography

RELATION TO MARYLAND INSERVICE PACKAGE:

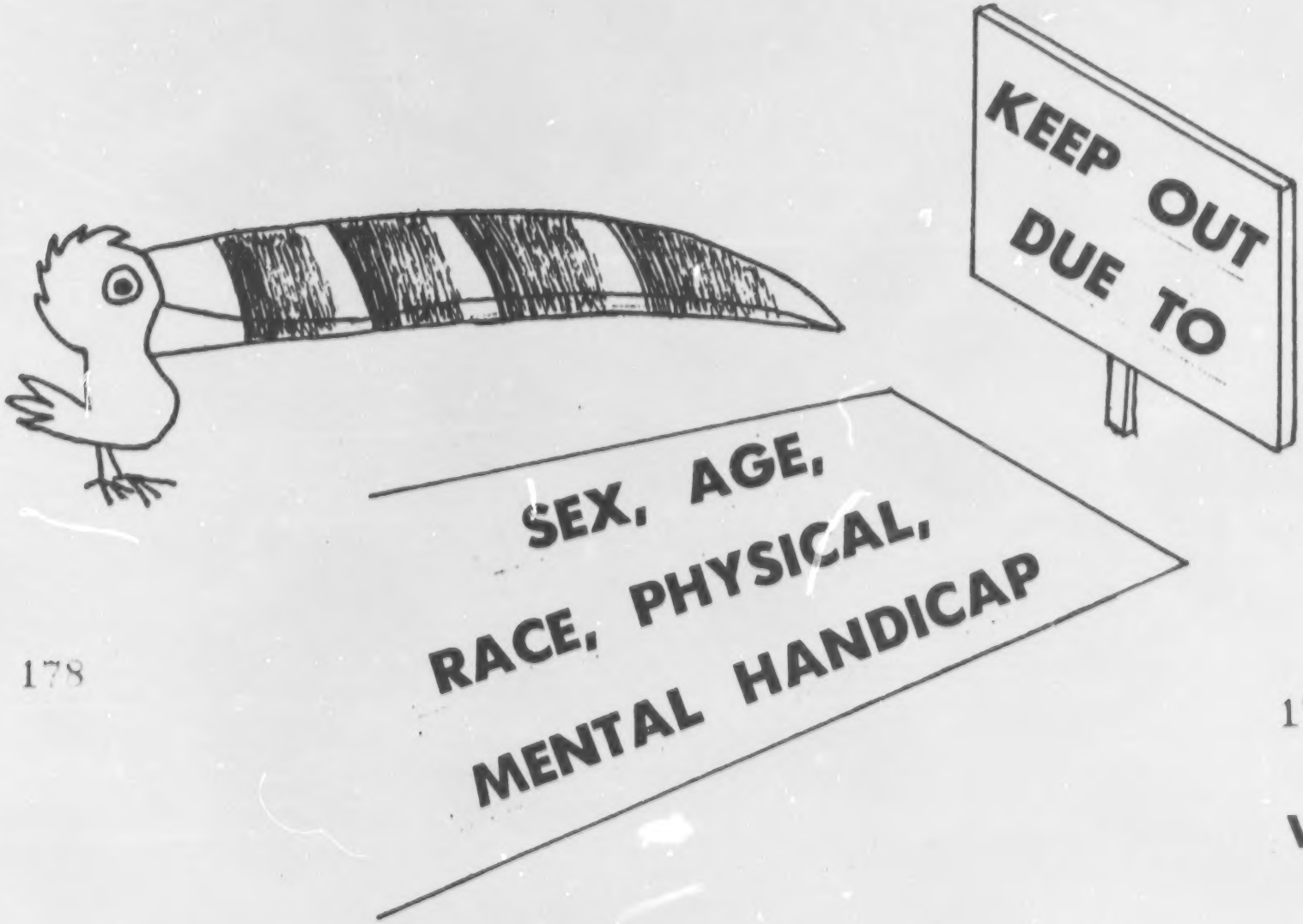
Appropriate for use with Module I: INTRODUCTION TO CAREER EDUCATION

BIAS IN CAREER DEVELOPMENT

ITS REMOVAL IS A RESPONSIBILITY OF EVERYONE

TO CREATE OPPORTUNITIES FOR EVERYONE

DEAD ENDS DEVELOPMENT



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V-2

BUT SUCCUMBS

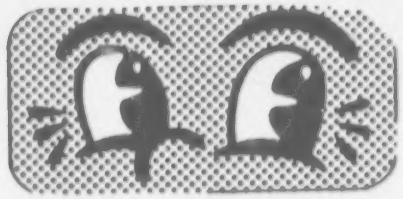
TO THE THREE R's

RECOGNIZE

REJECT

RE-EDUCATE

RECOGNIZE BIAS IN



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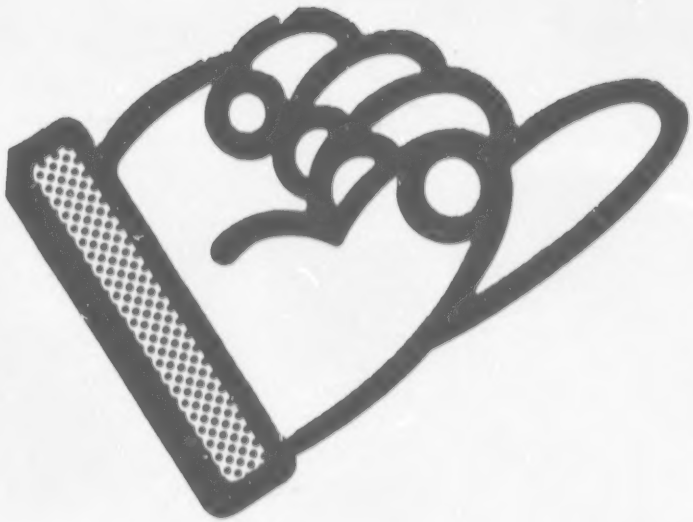
MATERIALS

LANGUAGE



REJECT

NOTE EFFECTS OF BIAS

REMOVE, IF POSSIBLE

CITE LEGAL SUPPORT

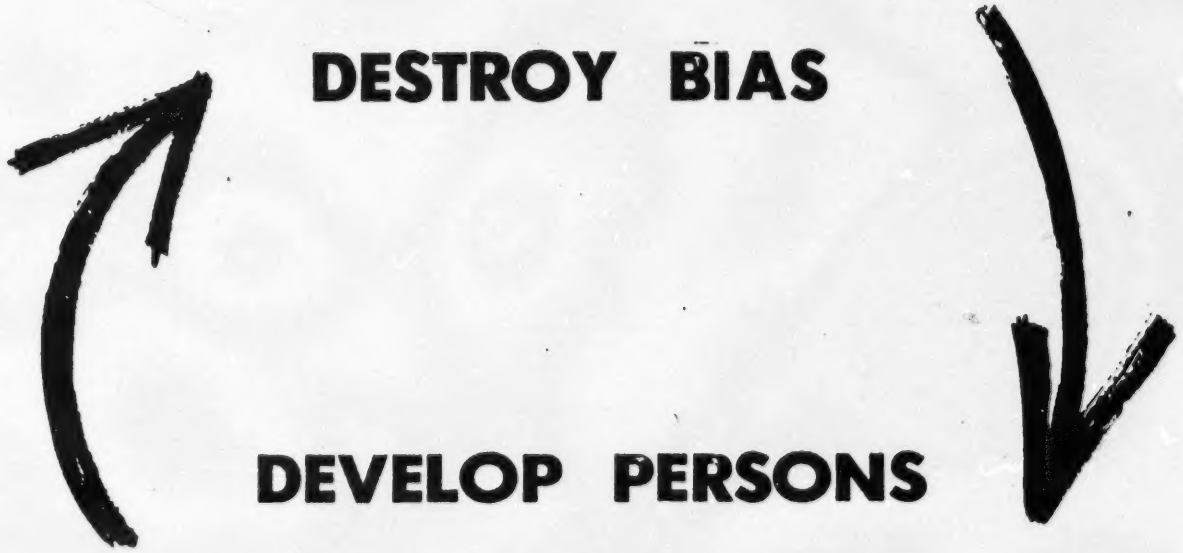
V-5

RE-EDUCATE

- PARENTS
- EMPLOYERS
- STUDENTS
- OURSELVES

BIAS IS NO JOKE

AUTHORITY
I want to be a MAGICIAN
Are you sure you wouldn't want to be a.....
Persons of your sex, race, age, handicap can be...
I want to be a MAGICIAN!

V-7

CONTRIBUTE TO CAREER DEVELOPMENT NOW